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ABSTRACT

In the fall of 1998, the Education Trust constructed and administered a survey of 1,200 schools that had been identified by the states as their top-scoring or most improved schools with poverty levels over 50%. The 366 elementary and secondary schools that responded to the survey serve student populations that are largely poor in urban and rural areas. Survey findings reveal that these top performing high-poverty schools tend to: (1) use state standards extensively to design curriculum and instruction, assess student work, and evaluate teachers; (2) increase instructional time in reading and mathematics to help students meet standards; (3) devote a larger proportion of funds to support professional development focused on changing instructional practice; (4) implement comprehensive systems to monitor individual student progress and provide extra support to students as soon as it is needed; (5) focus their efforts to involve parents in helping students meet standards; and (6) have state and district accountability systems in place that have real consequences for staff in the schools. The second section of the report discusses each of these major findings. Sections 3 and 4 follow with a profile of the schools responding to the survey and a description of the study methodology. An appendix contains the survey. (SLD)

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Dispelling the Myth:

High Poverty Schools Exceeding Expectations

1999

Report of the Education Trust in Cooperation With The Council of Chief State School Officers and Partially Funded by the U.S. Department of Education

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Dispelling the Myth editors,

Patte Barth
Kati Haycock
Hilda Jackson
Karen Mora
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The Education Trust was created to promote high academic achievement for all students, at all levels, kindergarten through college. While we know that all schools and colleges could better serve their students, our work forces on the schools and colleges most often left behind in efforts to improve education: those serving low-income, Latinos, African American and Native American students.

Education Trust staff work along policy makers, parents, education professionals, community and business leaders – in cities and towns across the country – who are trying to transform their schools and colleges into institutions that genuinely serve all students. We bring lessons from these communities back to Washington to ensure that in the national policy debate there is a strong, clear voice for what's right for students.

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March, 1999

Dear Friend:

Over the past decade, we have watched a kind of creeping malaise infect more and more educators, and, indeed, more and more entire school systems. The clearest manifestation of this malaise is found in the conversations we have with teachers and principals in high poverty schools who often tell us that, "these standards you're talking about may be fine for some kids, but certainly not for the kind of kids that *we* have in our school." But the malaise is by no means limited to front-line educators: leaders at all levels – administrators, school boards, legislators – often make policies about things like assessments, graduation requirements, accountability systems and the like, that at their core, expect less of poor children and poor schools.

Somewhere along the line somebody decided that poor kids couldn't learn, or, at least, not at a very high level. And everyone fell in line.

But the truth is actually quite different. Some poor children have always learned to high levels, and some *whole schools* get *all* of their children to levels reached by only a *few* students in other schools.

Almost everybody knows a school or two like this. But although we tried, we couldn't find a source of systematic data on high poverty schools performing at high—or dramatically improving—levels.

In the belief that such information would be invaluable both to educators who want to make more of a difference for the children they serve and to policymakers who want to design more effective policy, the Education Trust and the Council of Chief State School Officers cooperated in a project to identify and learn more about top performing high poverty schools. This is the first product from that project. It contains information on 366 schools from the 21 states that agreed to participate. Future reports will, we hope, include more complete information on some of the schools, as well as information from top performing schools in the states that did not participate in the initial study.

We hope this information is useful. We also hope it inspires both the hope that things can be better, and the will to make it that way.

Sincerely,

Kati Haycock
Director

Dispelling the Myth:
High Poverty Schools Exceeding Expectations

SECTION 1: A Survey of Top Performing, High Poverty Schools

"We take all of the excuses off the table and have committed ourselves to working with the kids that walk through the door."

-- Principal, Thayer Elementary, Kansas

In 1994, the U.S. Congress made sweeping changes in Title I, the largest of the federal government's elementary and secondary education programs. As originally designed, the law supported efforts by high poverty schools to give their low-achieving students extra help in mastering the most basic skills. The reauthorized Title I pressed participating schools and states to set their sights higher. Indeed, the goal of the new law was an audacious one: to get all students—poor and rich, minority and white—to the same high academic standards.

Congress is now preparing to reauthorize this program once again. During the coming two years, members of key legislative committees and those who advise them will be faced with an important decision: do we continue along the path that we started down in 1994, or do we strike off in another direction?

Some are already beginning to argue that the law isn't working. Achievement as measured by NAEP, overall, isn't up, or isn't up by much. And many Title I schools have continued doing essentially what they were doing before the new law took effect.[1] Maybe we should simply give up, some critics say, and admit that schools will never be able to get poor kids to meet high standards.

But we see too many successful high poverty schools to throw in the towel on their educational futures. If poor kids can't achieve at high levels, why are the students in Hawley Road Elementary School in Milwaukee, 80% of whom are poor, knocking the top off of their state's assessment in reading? And why, too, are the students in Sierra Vista Elementary School in Reno, Nevada, over half of whom are poor, achieving at the highest level on their state's assessment in mathematics? Why, indeed, are students in the highest poverty schools in eight entire states, performing higher in mathematics than the average student in all the other states?

Before anybody—including members of Congress and educators in high poverty schools—gives up on poor kids or on Title I, they need to take a careful look, as we have, at schools that are successfully serving poor children. In the practices of those schools, as well as in their essential spirits, there are many lessons for those of us who hope for more schools like these in the future.

That's what this report is all about: mining the experiences of those who dispel the myth that poor kids can't learn and are proving it everyday through their work in top performing, high poverty schools.

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[1] See 1998 report from Citizens Committee on Title I.

In the fall of 1998, the Education Trust constructed and administered a survey of 1,200 schools that had been identified by the states as their top scoring and/or most improving schools with poverty levels over 50%. The work had partial support of the Council of Chief State School Officers (CCSSO). We sought to highlight the success stories of Title I as well as identify characteristics that seem to contribute to high academic achievement among low-income students. The U.S. Department of Education asked the Education Trust and CCSSO to report out their findings. The results are reported in these pages.

The 366 elementary and secondary schools responding to the survey serve student populations that are largely poor. They come from 21 states. They operate in rural isolation and in urban overcrowding. They serve every racial and ethnic group in the country as well as those who come to school with little or no English. Over half the students in these schools are from low-income families; in many of them, poor students comprise over three quarters of the school population.

The survey data reported by the schools' principals were for the 1996-97 academic year. Many of these schools produced results that exceed the best efforts of their suburban counterparts. All of them have met one of two significant criteria: (1) "high performing," that is, among the ten highest performing high poverty schools on state assessments in reading and/or mathematics; or (2) "most improved," that is, among the ten biggest gaining schools on state assessments in reading and/or mathematics.

This is not to say that all the schools in this study have met their goals. Most, by their own admission, recognize that they still have much to do to get their students to the same high academic levels as their peers in affluent schools. Nonetheless, these schools warrant attention for showing gains when too many schools have bought the myth that such progress is not possible with poor children. Their success is revealed by their position at the top of the pack in their states.

Their experiences as reported in this survey should interest both policymakers and fellow practitioners. While no single instructional technique, no particular textbook, no curriculum could be credited with producing these schools' gains, one dominant theme did emerge from the survey. All of these schools are unusually focused on high academic expectations for their students.

Standards undergird each of the six findings in this report. In addition, the findings seem to validate the policies promoted by the 1994 Title I law. In general, we found that these top performing, high poverty schools tend to:

- ***Use state standards extensively to design curriculum and instruction, assess student work, and evaluate teachers***. A full 80% of the high-performing, high-poverty schools reported using standards to design instruction. Similarly, the successful schools in this study were using standards to assess student work and evaluate teachers.

- ***Increase instructional time in reading and math in order to help students meet standards.*** A 78% majority of top performing, high poverty schools reported providing extended learning time for their students. This time was primarily focused on reading and math.
- ***Devote a larger proportion of funds to support professional development focused on changing instructional practice.*** Changes in the 1994 law require schools to provide for thorough professional development for teachers in high poverty schools. The schools in this study seem to be moving faster than their less successful counterparts to comply with this provision. As important is that the focus of professional development seems to be centered on helping students meet specific academic standards.
- ***Implement comprehensive systems to monitor individual student progress and provide extra support to students as soon as it's needed.*** Four out of five of the top performing, high poverty schools had systematic ways to identify and provide early support to students in danger of falling behind in their instruction.
- ***Focus their efforts to involve parents on helping students meet standards.*** In these schools, traditional roles for parents as fund-raisers are giving way to activities that address parents' knowledge of standards, encourage their involvement in curriculum and involve them in reviewing students' work.
- ***Have state or district accountability systems in place that have real consequences for adults in the schools.*** Nearly half of the principals in these schools were subject to some kind of sanctions if their students fail to show measurable academic improvement.

Not every school in this survey reported having all six of the above characteristics in their programs; most, in fact, had some in various combinations. In addition, we made no attempt to make conjectures about the relative effectiveness of these characteristics. This survey was structured purely to elicit information about the types of practices top performing, high poverty schools engage in. The findings represent the school characteristics that showed up over and over again in the survey responses.

We believe that, even at face value, this information should alert policymakers and educators to policies that seem to hold the most promise for the education of poor children. At the same time, we recognize the limitations of a survey such as this. For this reason, we will be exploring these findings in greater depth in the second phase of this project.

The next section offers a discussion of the six major findings listed above. Sections 3 and 4 follow with an overall profile of the schools responding to the survey and a description of our methodology.

SECTION 2: The Findings

"What it takes is this: Putting kids first and believing all kids can learn. Lots of hard work, a committed staff, trust, compassion and clear standards for behavior and performance."
Principal, Strafford Elementary, New Hampshire

The Education Trust analyzed the survey data to identify common characteristics of top performing, high poverty schools; to determine how they used Title I funds; and to identify common policies and practices that contribute to student success. In general, we found that the top performing schools were quickest to use state standards to guide their efforts to raise student achievement, as the new Title I law intended. Standards formed the basis of the dominant characteristics and practices in the schools responding to the survey.

Top Performing, High Poverty Schools Report Extensive Use of Standards to Design Curriculum and Instruction, Assess Student Work and Evaluate Teachers

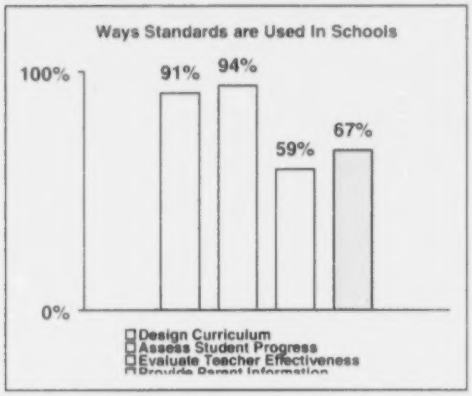
The most significant finding of the Education Trust survey was the extent to which top performing, high poverty schools are using standards to guide school activity. A full 80% report that standards are used extensively in their schools to design curriculum and instruction. Nearly every school in our survey — 94% — uses standards to assess student progress with 77% offering regular mechanisms for teachers to analyze student work against state standards.

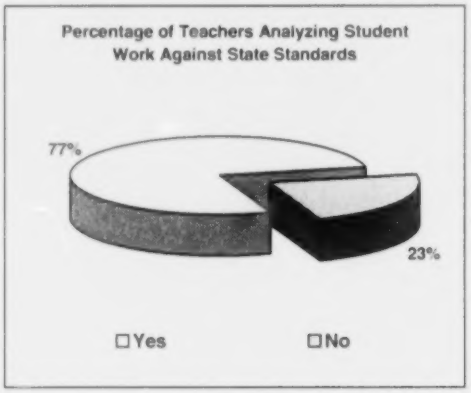
The 1994 Title I law was designed to make sure that poor students were held to the same high expectations as their peers in more affluent schools. To this end, the law promotes a system of challenging academic and performance standards for all students in the state. In order to receive Title I funds, schools have to measure the academic growth of low-income students using the same standards and assessments administered to non-Title I students.

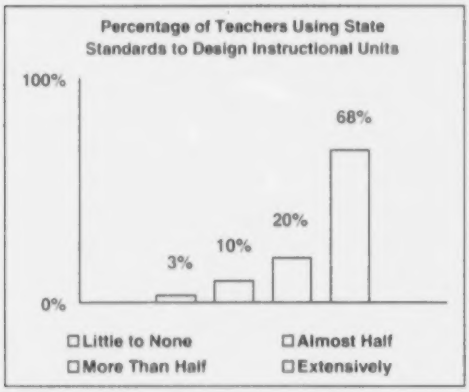
This strategy seems to be paying off in the top performing schools in this survey. These schools have become places where all classroom activity is aligned with the state standards. The principal of East New York Transit Tech, for example, credits standards as being one of the most important factors in the school's ability to increase achievement. Other factors include the recognition among the faculty that all students must meet higher standards and their willingness to work together toward this goal.

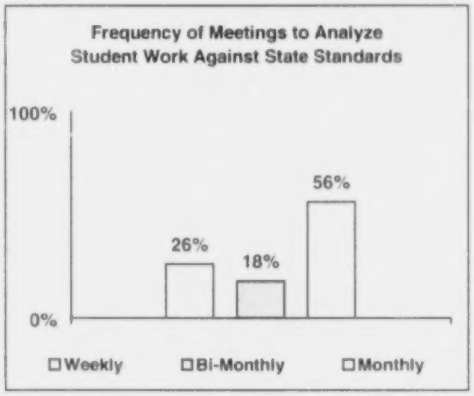
Standards also inform teacher evaluations in the top high-poverty schools, 59% of which reported using standards to gauge teacher effectiveness. The Arthur P. Momot school in New York is an example. Momot's administration focuses instructional staff evaluations on standards implementation based on classroom observations. The evaluations include a look at standards in setting goals and as a basis for teacher portfolios. Arthur P. Momot also provides peer coaching to help teachers strengthen their capacity to teach to the standards.

All the states in this survey have a system of standards and assessments in place. However, evidence from around the country shows that state standards are not a universal presence in day-to-day classroom practice. The top performing, high poverty schools in this survey suggest that the explicit use of state standards in planning and evaluating curriculum, instruction and student work can have a significant impact on raising the achievement of low-income students. Using standards to evaluate teacher effectiveness can further strengthen the alignment of practice to student results.









Top performing, high poverty schools increase the instructional time in reading and math in order to help students meet standards.

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The 1994 Title I reauthorization encouraged schools to increase the amount and quality of instructional time to help accelerate the gains of low-income students. A 78% majority of the schools surveyed provide extended learning time that emphasizes core academic subjects, especially reading and math. Research has shown that early mastery of these skills is crucial to learning in other subjects. Students who fail to become proficient readers face an uphill struggle to keep up with increasingly demanding texts and vocabulary. Similarly, students lacking a strong foundation in math often find themselves lost in the high-level high school courses necessary for success in college and work.

The extra time devoted to making sure low-income students are solid in the basics shows in better results for the schools in this survey. Parkview Elementary in Wisconsin credits its emphasis on the basics—reading, math, writing and science—as being integral to the high academic achievement of their students. Lake Agassiz Elementary in North Dakota offers an expanded ten-month experience for K-1 children at risk of academic failure. They credit this program for the considerable gains they show with participating students.

Middle and high schools in this survey also reported adjusting schedules in order to provide students with extended opportunities to develop reading and math skills. In New York City, for example, East New York Transit Technical school restructured its school day with block schedules for math and science, a Copernican model for English and social studies and an extra ten-week cycle to provide extra help in improving students' literacy skills. Of all the schools in the survey, 86% reported an increase in the time spent on reading, and 66% report having increased the amount of time students spend studying math.

The survey also elicited information about the amount of time devoted to particular practices. Recent research has shown relationships between various instructional practices and student achievement scores on the National Assessment for Educational Progress (NAEP).[2] An analysis of the eighth-grade mathematics assessment, for example, show a negative relationship between the routine assignment of ditto sheets and students' test scores. On the other hand, students who discuss work with other students were shown to also have higher NAEP scores. For these reasons, our survey asked principals whether the amount of time their students spent on specific instructional practices had increased or decreased during the past few years.

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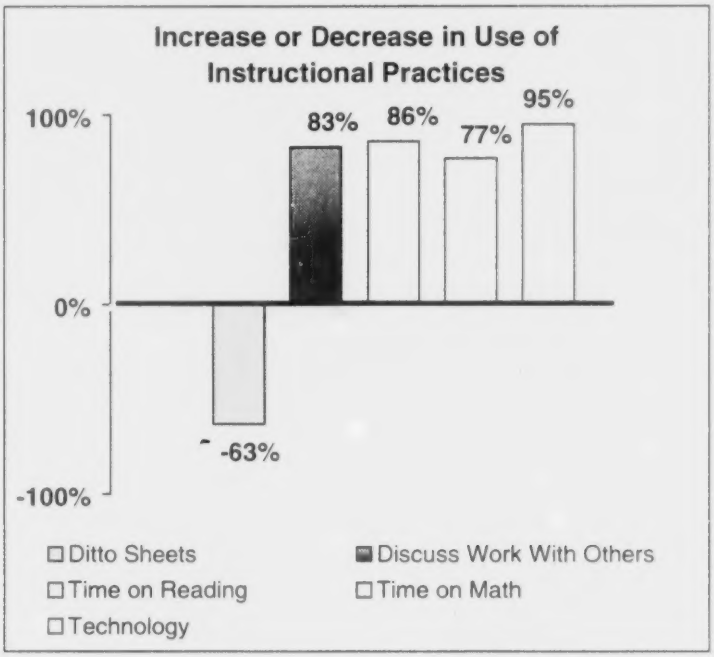
[2] The Education Trust, *Education Watch 1998*, pps. 16-18. Analysis of NAEP 1996 Math Survey Tables.

Overall, among survey respondents, nearly two-thirds (63%) report a decrease in the use of ditto sheets. On the positive side, 83% of the schools reported increasing the amount of time students spend discussing work with others. These data indicate that the top performing schools are moving away from low-level instruction, exemplified by the routine filling out of bubbles on ditto sheets. Rather they seem to be developing higher-order skills by offering students more time for discussion of the subject matter. In addition, 95% reported an increase in the use of technology.

The efforts of these schools respond to the recognition by our nation's leaders that students and schools need to maximize the time spent on teaching and learning the core academic subjects and developing higher order skills if our low achieving children, particularly those from low-income families, are to meet the nation's educational goals.



Top performing, high poverty schools are spending larger proportions of Title I dollars on professional development.

Changes in the 1994 law require schools to provide for thorough professional development for teachers in high poverty schools. There is growing recognition that teachers need time to understand new state standards and to develop strategies for teaching them to poor and minority students. The top performing schools in this study seem to be moving fast to comply with the Title I provision.

Our survey revealed that a full third of the top performing schools were dedicating more than 10% of their Title I dollars to professional development. In comparison, two recent national studies of seven large urban districts estimated that expenditures on professional development ranged from 1.8% to 5.7% of the local school budget.[3] Even New York City's District 2 — a school district well-known for attributing its student gains to significant increases in professional development—devotes only slightly more than 5% to professional development.[4]

As important as investing funds, according to our respondents, is making sure that professional development is focused on the implementation of standards and students' needs. Wrote the principal of Nathaniel Green Middle School in Rhode Island: "Over the last few years we have focused our professional development activities toward teaching to standards and modeling our classroom assessment more in line with our state assessments."

Bemiss Elementary in Spokane, Washington, uses the majority of its Title I funds to fund two literacy and two math instructional facilitators to provide regular in-class professional development, study sessions and grade level meetings. Thayer Elementary in Wyoming uses its Title I funds to provide early literacy training staff development to improve the teaching of reading and writing. Thayer's program restructures the teaching of reading and writing in the elementary grades using high-quality children's literature, provides intensive staff development, uses research-based methodology and measures the program's success using validated instruments.

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[3] Miller, B., B. Lord and J. Dorney, *Staff Development for Teachers*, Education Development Corp., and D. Moore and A. Hyde, *Making Sense of Staff Development*, Designs for Change, Chicago, cited in CPRE Policy Briefs, June 1995.

[4] Panasonic Foundation

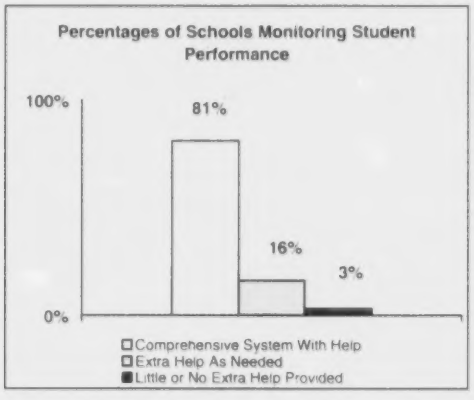
Top performing high poverty schools have comprehensive systems to monitor student mastery of standards and provide extra support to those who need it.

Title I emphasizes the use of standards as a strategy for all kids to reach high standards. A key component of this is the requirement that schools monitor the progress of each student and provide appropriate support. The vast majority of respondents — 81% — report that they have in place a comprehensive system for monitoring student progress and providing early support to students in danger of falling behind in their instruction.

Monitoring systems are effective means for providing ongoing analysis of student achievement data. When used for diagnostic purposes, achievement data enable schools to provide immediate help to struggling students and to move them on quickly once they have demonstrated mastery. The Terrell Wells Middle School in Texas identifies students who need extra support and offers help for individual students or groups that includes 40 minutes of daily tutorial. Several schools make weekly progress reports to parents to elicit their help in monitoring student mastery of standards.

The West Bourbon Elementary School in Kansas uses its Title I funds for instructional support staff to assist students who fall below the mastery level. Students are then reassessed to measure improvements in their progress towards standards. Victor Ornelas Elementary School, also in Kansas, analyzes pre- and post-test data by subjects and adjusts its teaching strategies to meet students' specific learning needs.

The push-pull of monitoring progress and providing extra support helps schools to stay on top of the development of each of their students. In this way, they can make sure that no student will fall through the cracks.



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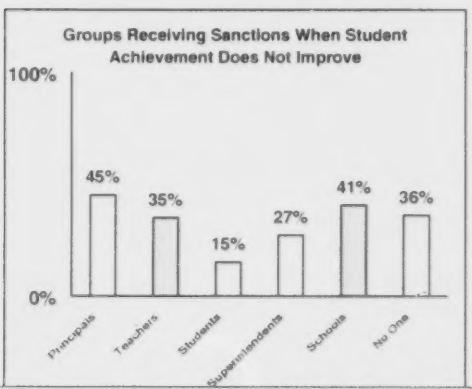
Top performing, high poverty schools have state or district accountability systems in place that have real consequences for adults in the schools.

The 1994 Title I law for the first time held high poverty schools accountable for the academic achievement of their students. Recent developments in some states, notably Texas, North Carolina and Kentucky, show that accountability for results is related to improvement in student achievement. Policymakers hoped that by emphasizing student results and attaching strong accountability provisions for school districts, they could allow school systems the freedom to devise their own strategies for getting there.

Title I accountability is far from fully realized. *Education Week's Quality Counts 1999* reports that just 31% of states have systems to hold schools and principals accountable for student performance. Only 20% of the states have these mechanisms for teachers and 24% hold entire school districts responsible for showing students gains.

Accountability for student achievement is an important characteristic of our pool of top performing schools in that nearly two-thirds of the respondents reported that they were operating within systems that held adults responsible to some degree. A full 45% of our respondents reported that accountability took the form of strong sanctions for schools and principals. Similarly, 35% of the high poverty schools in our survey report that teachers are held responsible for student achievement.

One in three schools report there are rewards for students when they improve, and somewhat fewer than one in three teachers receive rewards when their students post gains. A higher percentage of schools, 42%, report no rewards for improving student achievement. Overall, the respondents reported clearer and more frequent sanctions for adults than for students and fewer rewards for adults in these schools.



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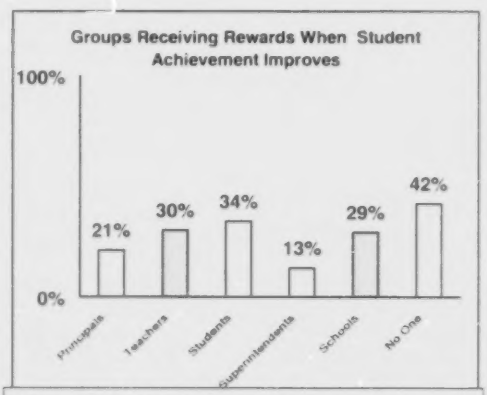

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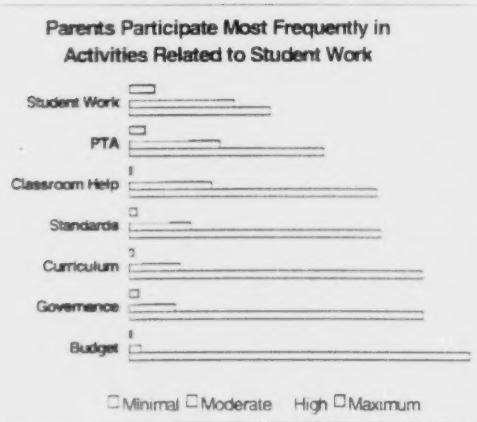
Top performing, high poverty schools focus their efforts to involve parents on helping students meet standards.

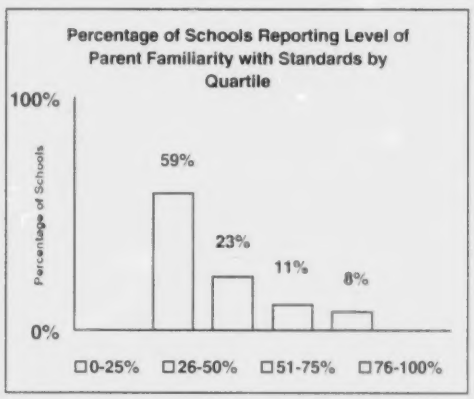
Since its inception in 1965, the Title I legislation has supported parent involvement. Traditionally, local and districtwide parent councils were involved either in monitoring how the district spent Title I funds or in governance. This involvement was in keeping with the emphasis on "inputs"—the investment of resources as opposed to "outcomes" or student results—in the Title I law before the 1994 reauthorization.

As the graph below indicates, parent activity in top performing high poverty schools indicates that these schools are increasingly focusing their parent involvement efforts toward areas that most directly affect student achievement. In these schools, traditional roles for parents as fundraisers are being expanded to include processes to help parents improve their knowledge of standards and their understanding of student work.

Nearly one in three schools in this survey reported that 25-50% of their parents were involved in processes to help them understand the quality of student work; one in four said that 50-75% of their parents were involved in processes to help them understand student work.

It appears that this group of top performing, high poverty schools is moving in the direction encouraged by the 1994 law which encouraged schools to involve parents in more academic areas of their children's schooling.





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SECTION 3: Survey Schools At A Glance

The Title I program provides funding to nearly every school district in the country. The breadth of the program's reach is illustrated by our survey respondents who represent every major region of the country, with the largest representation from the South at 47%; 26% from the Midwest; 15% from the Northeast and 12% from the West. The respondents range from small town America (62%) to some of the nation's largest urban areas (38%).

The majority of the schools are neighborhood schools that accept all of the children in their attendance area (67%). The next largest segment is schools with open enrollments that accept children from throughout the school district (30%). True to the origins of the Title I legislation, elementary schools make up the largest number of respondents.

The 1994 reauthorization gave schools more flexibility to establish schoolwide Title I programs, and 79% of respondents took advantage of that opportunity to allow all of their students to benefit from the program. The reauthorization also sought to place more budgetary control of Title I funds at the school-building level, and 56% of the schools surveyed reported having control over all of their Title I dollars.

The schools have an average enrollment of 509 students and are led by principals who have served on average 4 ½ years at the school. The average school had a student enrollment in excess of 60% white; 17% African American; 13%; Latino; 2% Asian; and 4% Native American. The average limited English proficient (LEP) population is 10%.

SECTION 4: Methodology

In spring 1998, the Council of Chief State School Officers (CCSSO), in collaboration with the Education Trust, asked the chief state school officer of every state to voluntarily participate in a project to identify top performing, high poverty schools. Twenty-one states agreed. The project targeted schools that served student populations in the 50-75% poverty range and the 75-100% poverty range.

Each participating state submitted a list of its top performing, high poverty schools based on assessment results in reading and mathematics administered at the elementary, middle and high school level. The schools were further categorized as either High Achievement or Most Improved. The High Achievement category included the top 10 scoring high poverty schools in terms of student performance. The Most Improved category included those schools who had made the greatest increases in assessment scores over a two-year period. The survey yielded a list of 1,200 top performing, high poverty schools representing every region of the country.

The results of the CCSSO project were compiled into a database for analysis by the Education Trust. The next step required linking the Education Trust top performing schools database to the U.S. Department of Education's public schools locator database to obtain mailing addresses for each of the 1,200 schools.

The Education Trust then designed a survey that was mailed to each of the 1,200 schools in October 1998. The survey (Appendix A) focused on discovering the strategies these schools utilized to increase achievement. By mid-November 1998, 366 schools responded to the survey. The results were coded, entered and analyzed and comprise the content of this report.

While we sought to survey "high performing" high poverty schools, each state determines the rigor of its state assessment. Therefore, state-by-state comparisons cannot be made regarding the level or content of student achievement. We urge readers of this report to bear these factors in mind in interpreting the results.

SECTION 5: Conclusion

A survey such as this one offers a glimpse into what separates these high poverty schools from others who are not showing the same amount of progress. The one aspect that pops out from the responses is the extent to which state standards inform the work of top performing schools and raise the adults' expectations for their students. The respondents told us that they use standards to design instruction, assess student work, and evaluate teachers. Standards also provided the framework for professional development of teachers. They guided the monitoring of student progress and helped schools target the kinds of extra support struggling students needed to become proficient. Parents, by and large, were increasingly more active in the academic aspects of school life than in governance and budgets. Making adults accountable for making sure that their students meet standards was another factor that showed up in these schools.

But a survey can only begin to piece together a picture of what makes schools work. The findings have raised several questions that the Education Trust believes warrant further investigation. For example, we don't know how professional development dollars are spent or what happens in teachers' meetings to examine student work. The survey only offers clues about the overall impact of Title I dollars.

The Education Trust intends to pursue some of these questions over the coming months. This survey has been invaluable in helping us surface promising practices and, most important, pinpointing schools where they are making these practices work for poor students. Our next task is to find out why they work, so we can share these lessons with policymakers and educators who care about the education of poor children.

Top Performing Schools Directory

How to use this directory

What the directory includes:

We created this Directory to respond to our desire, and the desires of advocates, policy makers and educators for examples of high poverty schools that are working and proving that their students can achieve at high levels.

Creating this directory represents a beginning rather than an end. As with most research we raised as many questions as we answered. Are all of the students in these schools achieving at high levels? No, they are not. Relatively low percentages of students are performing above the proficiency level in some of the schools in the high achieving category. Many of the schools that cited as "most improved" still have a long way to go. Their current "good" may not be good enough when compared to the standard, but it is truly a step in the right direction and we should recognize it as such. The important fact is that we are not lowering the standards for the students in high poverty schools. The data from this survey indicate that, with continued support and hard work, more students in high poverty schools can reach high standards.

This directory includes demographic and achievement data on each of the 366 schools that responded to the survey. Participation in the survey was voluntary. States not included in this report either chose not to participate or did not have state assessments upon which to select schools to meet the criteria. The survey was mailed to 1200 schools in 21 states based on research done by the Council of Chief State School Officers (CCSSO) which asked each state's chief education officer for a list of its 10 highest achieving and most improved schools. The schools were selected based on state assessments in reading and math, and on poverty categories, 50-74% and 75-100%.

We strongly recommend that you read the Technical Notes on State Proficiency Definitions for further information about how the scores were compiled and reported. Where available we provided state average scores by subject and grade.

We recommend that this directory not be used to:

- **Make comparisons between states.** States use different tests and they set different levels of proficiency therefore achievement data in one state cannot be compared with that of another.
- **Make determinations about what students know.** Some states did not report cut off scores for proficiency which makes it difficult to make a judgment about what the students know when they exceed the state's proficient level.

Top Performing Schools Directory

The Education Trust

Florida

Assessment: Various NRTs
Proficient: Above the 50th percentile for district norm-referenced tests in reading comprehension and math concepts/applications and grades 4 and 8.

PATTERSON ELEMENTARY
1025 REDWOOD AVE, PANAMA CITY, FL 32401
904-872-4675 PK – 05

High Achievement
Math: 68 (61)

Most Improved
Reading Year 1: 34 (49) Reading Year 2: 48 (49)

Enrollment 598
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 45
African Americans: 50
Latinos: 25
Asians: 3

MASCOTTE ELEMENTARY
513 ALBROOK STREET, MASCOTTE, FL 34753
904-429-2533 PK – 05

High Achievement
Math: 71 (61)

Enrollment: 442
LEP: 11 to 20% Title I
75-100% Poverty
Whites: 62
African Americans: 5
Latinos: 32
Asians: 1

RIMES ELEMENTARY
3101 SCHOOLVIEW STREET, LEESBURG, FL 34748
904-787-5757 PK – 05

High Achievement
Math: 67 (61)

Enrollment: 369
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 37
African Americans: 61
Latinos: 2

KENSINGTON PARK ELEMENTARY
711 N.W. 30TH AVENUE, MIAMI, FL 33125
305-649-2811 PK - 05

High Achievement
Math: 62 (61)

Enrollment: 533
LEP: 41 to 50% Title I
75-100% Poverty
Whites: 4
African Americans: 2
Latinos: 93
Asians: 1

MYAKKA RIVER ELEMENTARY
12650 WILLMINGTON BLVD, PORT CHARLOTTE, FL 33981
813-697-7111 PK - 05

High Achievement
Reading: 59 (49)

Enrollment: 638
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 96
African Americans: 3
Asians: 1

WESTGATE ELEMENTARY
1545 LOXAHATCHEE DRIVE, WEST PALM BEACH, FL
407-640-5081 PK – 05

High Achievement
Reading: 61 (49)

Enrollment: 649
LEP: 41 to 50% Title I
50-74% Poverty
Whites: 29
African Americans: 36
Latinos: 32
Asians: 1
Native Americans: 1

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Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

Top Performing Schools Directory

The Education Trust

Florida

WEST HERNANDO MIDDLE
14325 KEN AUSTIN PARKW, BROOKSVILLE, FL 34613
904-597-7070 06 – 08

High Achievement
Math: 60 (55)

Enrollment: 296
LEP: 0 to 10%
50-74% Poverty
Whites: 85
African Americans: 13
Latinos: 2

BENNETT ELEMENTARY
1755 N.E. 14TH STREET, FT. LAUDERDALE, FL 33304
305-390-0710 PK – 05

Most Improved
Math Year 1: 23 (61) Math Year 2: 50 (61)

Enrollment: 776
LEP: 11to 20% Title I
75-100% Poverty
Whites: 38
African Americans: 41
Latinos: 18
Asians: 2
Native Americans: 1

LAKE PLACID ELEMENTARY
101 GREEN DRAGON DRIVE, LAKE PLACID, FL 33852
813-699-5070 PK – 05

Most Improved
Math Year 1: 48 (55) Math Year 2: 64 (55)

Enrollment: 613
LEP: 21 to 30% Title I
50-74% Poverty
Whites: 50
African Americans: 25
Latinos: 25

WYOMINA PARK ELEMENTARY
511 N.E. 12TH AVENUE, OCALA, FL 34470
904-622-5147 PK – 05

High Achievement
Reading: 54 (49)

Enrollment: 642
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 56
African Americans: 36
Latinos: 6
Asians: 1
Native Americans: 1

CITRUS SPRING ELEMENTARY
570 W. CENTURY BOULEV, CITRUS SPRINGS, FL 34433
352-344-4079

Most Improved
Math Year 1: 50 (61) Math Year 2: 69 (61)

Enrollment: 932
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 92
African American: 5
Latinos: 3
Asian: 1

LEE ELEMENTARY SCHOOL OF TECH.
305 E. COLUMBUS DRIVE, TAMPA, FL 33602
813-276-5404 KG - 05

Most Improved
Reading Year 1: 48 (54) Reading Year 2: 62 (53)
Math Year 1: 45 (55) Math Year 2: 56 (55)

Enrollment: 470
LEP: 11to 20% Title I
50-74% Poverty
Whites: 48
African Americans: 29
Latinos: 18
Asians: 3

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The Education Trust

Florida

MAYS MIDDLE
11700 HAINLIN MILL DR, GOULDS, FL 33170
305-233-2300 06 – 08

Most Improved
Reading Year 1: 28 (54) Reading Year 2: 41 (53)

Enrollment: 928
LEP: 0 to 10% Title I
50-74% Poverty

MOORE HAVEN ELEMENTARY
POST OFFICE BOX 160, MOORE HAVEN, FL 33471
813-946-0737 KG - 05

Most Improved
Math Year 1: 42 (61) Math Year 2: 59 (61)

Enrollment: 531
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 67
African Americans: 26
Latinos: 4
Asians: 3

RICHEY FUNDAMENTAL ELEMENTARY
6807 MADISON STREET, NEW PORT RICHEY, FL 34652
813-842-5716 PK - 05

Most Improved
Reading Year 1: 31 (49) Reading Year 2: 45 (49)
Math Year 1: 44 (61) **Math Year 2: 66 (61)**

Enrollment: 836
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 90
African Americans: 2
Latinos: 5
Asians: 2
Native Americans: 1

Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math. 21
( ) The number in parentheses is the state average score.

Top Performing Schools Directory

The Education Trust

Idaho

Assessment: Iowa Test of Basic Skills (Grades 3-8) Test of Achievement
Proficiency: n/a

ABERDEEN ELEMENTARY-MIDDLE
FOURTH & WASHINGTON, ABERDEEN, ID 83210
208-397-4115 PK - 08

High Achievement
Math: 51 (54)

Enrollment: 734
LEP: 11to 20% Title I
50-74% Poverty
Whites: 70
Latinos: 30

ALMO ELEMENTARY
PO BOX 168, ALMO, ID 83312
208-824-5526 KG - 06

High Achievement
Reading: 62 (54) Math: 59 (59)

Enrollment: 28
LEP: 0 to 10%
75-100% Poverty
Whites: 80
Latinos: 20

KENNEDY ELEMENTARY
60 SOUTH 5TH WEST STRE, REXBURG, ID 83440
208-359-3325 KG - 04

High Achievement
Reading: 50 (54) **Math: 55 (54)**

Enrollment: 343
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 93
Latinos: 7
Asians: 1

LINCOLN ELEMENTARY
330 OAKWOOD DRIVE, POCATELLO, ID 83204
208-234-0121 KG - 06

High Achievement
Reading: 57 (59)

Enrollment: 337
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 76
African Americans: 1
Latinos: 20
Asians: 1
Native Americans: 2

SYRINGA ELEMENTARY
388 EAST GRIFFITH ROAD, POCATELLO, ID 83201
208-237-4040 KG - 06

High Achievement
Math: 61 (54)

Enrollment: 495
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 87
Latinos: 6
Asians: 4
Native Americans: 3

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Top Performing Schools Directory

The Education Trust

Indiana

Assessment: Indiana Statewide Testing for Educational Progress Plus.
Proficient: Meets standards

ARLINGTON HIGH
4825 N ARLINGTON AVE, INDIANAPOLIS, IN 46226
317-226-4006 09 - 12

High Achievement
Reading: 36 (70) Math: 20 (58)

Enrollment: 434
LEP: 0 to 10%
50-74% Poverty

ARSENAL TECHNICAL HIGH
1500 E MICHIGAN ST, INDIANAPOLIS, IN 46226
317-226-4009 09 - 12

High Achievement
Reading: 48 (70) Math: 36 (58)

Enrollment: 250
LEP: 0 to 10%
50-74% Poverty
Whites: 34
African Americans: 63
Latinos: 2
Asians: 1

ARTHUR P MELTON ELEMENTARY
4581 FILLMORE ST, GARY, IN 46408
219-980-6336 KG - 05

High Achievement
Reading: 78 (68) Math: 91 (70)

Enrollment: 412
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 1
African Americans: 99
Latinos: 1

BENJAMIN FRANKLIN ELEMENTARY
600 E 35TH AVE, GARY, IN 46409
219-980-6330 KG - 05

High Achievement
Reading: 54 (68) Math: 85 (70)

Enrollment: 392
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 3
African Americans: 93
Latinos: 4

CENTER ELEMENTARY
4415 S NEBRASKA ST, MARION, IN 46952
317-674-2276 PK - 04

High Achievement
Reading: 74 (68)

Enrollment: 313
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 68
African Americans: 31
Latinos: 1

CHAUNCEY ROSE MIDDLE
1275 3RD AVE, TERRE HAUTE, IN 47802
812-462-4474 06 - 08

High Achievement
Reading: 69 (73) Math: 63 (65)

Enrollment: 596
LEP: 0 to 10%
50-74% Poverty
Whites: 89
African Americans: 10
Latinos: 1

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Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math. 23
( ) The number in parentheses is the state average score.

Indiana

CRISPUS ATTUCKS MIDDLE
1140 N WEST ST, INDIANAPOLIS, IN 46202
317-226-4007 06 - 08

High Achievement
Reading: 56 (73)

Enrollment: 514
LEP: 0 to 10%
50-74% Poverty
Whites: 35
African Americans: 60
Latinos: 3
Asians: 1

FRANCES SLOCUM ELEMENTARY
2909 S TORRENCE ST, MARION, IN 46952
317-664-0589 PK - 04

High Achievement
Math: 69 (70)

Enrollment: 431
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 40
African Americans: 55
Latinos: 5

FRANCES W PARKER 56
2353 COLUMBIA AVE, INDIANAPOLIS, IN 46205
317-226-4256 PK - 08

High Achievement
Reading: 80 (73) Math: 20 (65)

Enrollment: 466
LEP: 0 to 10% Title I
75-100% Poverty

FRANCIS SCOTT KEY 103
3920 BAKER DR, INDIANAPOLIS, IN 46236
317-226-4103 KG – 05

High Achievement
Math: 67 (70)

Enrollment: 331
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 15
African Americans: 84
Latinos: 1
Asians: 1

GLENWOOD MIDDLE
901 SWEETSER AVE, EVANSVILLE, IN 47703
812-435-8242 06 - 08

High Achievement
Reading: 55 (73) Math: 45 (65)

Enrollment: 451
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 51
African Americans: 49

HOWARD ROOSA ELEMENTARY
1230 E ILLINOIS ST, EVANSVILLE, IN 47711
812-435-8231 KG – 05

High Achievement
Reading: 54 (68)

Enrollment: 413
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 61
African Americans: 38
Latinos: 1
Asians: 1
Native Americans: 1

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( ) The number in parentheses is the state average score.

Top Performing Schools Directory

The Education Trust

Indiana

JAMES WHITCOMB RILEY ELEMENTARY
UPPER 11TH/COLL AVE, VINCENNES, IN 47591
812-882-7953 KG - 05

High Achievement
Reading: 73 (68)

Enrollment: 158
LEP: 0 to 10%
50-74% Poverty
Whites: 90
African Americans: 3
Latinos: 7

LODGE ELEMENTARY
2000 LODGE AVE, EVANSVILLE, IN 47714
812-477-5319 KG - 05

High Achievement
Reading: 69 (68)

Enrollment: 421
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 51
African Americans: 49

SARAH SCOTT MIDDLE
2000 S 9TH ST, TERRE HAUTE, IN 47802
812-462-4381 06 - 08

High Achievement
Reading: 66 (73) Math: 44 (65)

Enrollment: 459
LEP: 0 to 10%
50-74% Poverty
Whites: 78
African Americans: 17
Latinos: 1
Asians: 1

JEFFERSON ELEMENTARY

601 JACKSON ST, GARY, IN 46402
219-886-6570 PK - 05

High Achievement
Reading: 85 (68) Math: 86 (70)

Enrollment: 534
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 1
African Americans: 98
Latinos: 1
Asians: 1

PIERRE NAVARRE MIDDLE
4702 W FORD ST, SOUTH BEND, IN 46556
219-289-7765 07 - 08

High Achievement
Reading: 53 (73) Math: 43 (65)

Enrollment: 546
LEP: 0 to 10%
50-74% Poverty
Whites: 40
African Americans: 35
Latinos: 25

STEPHEN COLLINS FOSTER 67
653 N SOMERSET, INDIANAPOLIS, IN 46222
317-226-4267 KG – 05 (Traditional) K-8 (Montessori)

High Achievement
Reading: 100 (73) Math: 75 (65)

Enrollment 722
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 53
African Americans: 40

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Top Performing Schools Directory

The Education Trust

Indiana

THOMAS A EDISON MIDDLE
777 S WHITE RVR PKWY, INDIANAPOLIS, IN 46221
317-226-4247 06 - 08

High Achievement
Reading: 38 (73) Math: 25 (65)

Enrollment: 667
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 80

WINCHESTER VILLAGE ELEMENTARY
1900 E STOP 12 RD, INDIANAPOLIS, IN 46227
317-865-2697 KG - 05

High Achievement
Math: 80 (70)

Enrollment: 563
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 87
African Americans: 12
Latinos: 1

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( ) The number in parentheses is the state average score.

Top Performing Schools Directory

The Education Trust

Kansas

Assessment: Kansas Reading Assessment
Proficient: Students scoring 62% or above

MAYNARD ELEMENTARY
19 CONSTITUTION, EMPORIA, KS 66801
316-341-2276 KG - 06

High Achievement
Math: 59.1 (53.08)

Most Improved
Math Year 1: 25.9 (41.8) Math Year 2: 59.1 (44.8)

Enrollment: 216
LEP: 50% or more Title I
75-100% Poverty
Whites: 14
African Americans: 2
Latinos: 82
Asians: 1

RURAL CENTER ELEMENTARY
902 1400 AVENUE, ABILENE, KS 67410
913-479-2213 KG - 06

High Achievement
Reading: 100 (64.05)

Most Improved
Reading Year 1: 57.1 (55.3) Reading Year 2: 100 (63.8)

Enrollment: 98
LEP: 0 to 10% Title I
50-74% Poverty

AVENUE A ELEMENTARY
111 S MADISON, HUTCHINSON, KS 67501
316-665-4610 KG - 06

High Achievement
Reading: 73.3 (64.05)

Enrollment: 156
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 49
African Americans: 10
Latinos: 39
Asians: 1
Native Americans: 1

MILLER ELEMENTARY
1100 AVE G, DODGE CITY, KS 67801
316-227-1603 PK – 05

High Achievement
Reading: 88.9 (64.05)

Most Improved
Reading Year 1: 60.7 (55.3) Reading Year 2: 88.9 (63.8)

Enrollment: 359
LEP: 31 to 40% Title I
75-100% Poverty
Whites: 28
African Americans: 6
Latinos: 61
Asians: 4
Native Americans: 1

WEST MINERAL ELEMENTARY
BOX 90, WEST MINERAL, KS 66782
316-827-6237 KG - 08

High Achievement
Reading: 62.5 (62.92) Math: 25 (48.59)

Most Improved
Reading Year 1: 62.5 (59.7) Reading Year 2: 62.5 (62.2)
Math Year 1: 37.5 (45.18) Math Year 2: 25.0 (48.59)

Enrollment: 75
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 100

GREEN ELEMENTARY
GREEN, KS 67447
913-944-3324 KG - 06

High Achievement
Reading: 100 (64.05)

Enrollment: 51
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 94
African Americans:
Latinos: 6

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The Education Trust

Kansas

GREEN ELEMENTARY
GREEN, KS 67447
913-944-3324 KG - 06

High Achievement
Math: 80.0 (53.08)

Enrollment: 51
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 94
African Americans:
Latinos: 6

LEON ELEMENTARY
BOX 98, LEON, KS 67074
316-742-3291 PK - 05

High Achievement
Reading: 92.9 (64.05)

Enrollment: 227
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 97
African Americans: 1
Asians: 1
Native Americans: 1

LONGTON HIGH
P O BOX 87, LONGTON, KS 67352
316-642-2215 07 - 12

High Achievement
Reading: 57.1 (60.31) Math: 15.4 (22.66)

Enrollment: 113
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 99
African Americans:
Latinos: 1

CUSTER HILL ELEMENTARY
6344 HAMPTON PLACE, FORT RILEY, KS 66442
913-784-4026 KG - 05

Most Improved
Math Year 1: 33.3 (43.94) Math Year 2: 79.5 (53.08)

Enrollment: 329
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 60
African Americans: 25
Latinos: 11
Asians: 3
Native Americans: 1

LAHARPE ELEMENTARY
LAHARPE, KS 66751
316-496-2261 KG - 03

Most Improved
Reading Year 1: 50 (61.51) Reading Year 2: 87.5 (64.05)

Enrollment: 91
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 93
African Americans:
Latinos: 3
Asians: 3
Native Americans: 1

LENORA ELEMENTARY
LENORA, KS 67645
913-567-4350 KG - 08

Most Improved
Reading Year 1: 0 (61.51) Reading Year 2: 40 (64.05)

Enrollment: 61
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 99
African Americans: 1

Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

The Education Trust

Kansas

LONGTON HIGH
P O BOX 87, LONGTON, KS 67352
316-642-2215 07 - 12

Most Improved
Reading Year 1: 44.4 (57.49) Reading Year 2: 57.1 (60.31)
Math Year 1: 11.1 (21.85) Math Year 2: 15.4 (22.66)

Enrollment: 113
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 99
African Americans:
Latinos: 1

MARY HERBERT ELEMENTARY
1700 WEST 7TH, EMPORIA, KS 66801
316-341-2270 KG - 04

Most Improved
Math Year 1: 15.2 (43.94) Math Year 2: 61.4 (53.08)

Enrollment: 388
LEP: 11to 20% Title I
50-74% Poverty
Whites: 57
Latinos: 33
Asians: 7

SCRANTON ELEMENTARY
104 BURLINGAME AVE, SCRANTON, KS 66537
913-793-2256 KG - 08

Most Improved
Math Year 1: 12.5 (45.18) Math Year 2: 58.1 (48.59)

Enrollment: 160
LEP: 0 to 10% Title I
50-74% Poverty

SHALLOW WATER ELEMENTARY
SHALLOW WATER, KS 67872
316-872-7680 KG - 08

Most Improved
Math Year 1: 50 (45.18) Math Year 2: 80 (48.59)

Enrollment: 165
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 85
Latinos: 15

SILVER CITY ELEMENTARY
2515 LAWRENCE AVE, KANSAS CITY, KS 66106
913-722-7475 KG - 05

Most Improved
Reading Year 1: 24.2 (61.51) Reading Year 2: 85.2 (64.05)
(64.05)

Enrollment: 216
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 35
African Americans: 33
Latinos: 27
Asians: 4

VICTOR ORNELAS ELEMENTARY
3401 E SPRUCE, GARDEN CITY, KS 67846
316-276-5270 PK - 05

Most Improved
Reading Year 1: 26.5 (61.51) Reading Year 2: 45.5

Enrollment: 580
LEP: 50% or more Title I
75-100% Poverty
Whites: 10
Latinos: 78
Asians: 12

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Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

The Education Trust

Kansas

WEST BOURBON ELEMENTARY
BOX 10, UNIONTOWN, KS 66779
316-756-4335 PK - 08

Most Improved
Math Year 1: 51.1 (45.18) Math Year 2: 63.6 (48.59)

Enrollment: 338
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 98
African Americans: 1
Asians: 1
Native Americans: 1

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Top Performing Schools Directory

The Education Trust

Kentucky

Assessment: Kentucky Instructional Skills Information System.
Proficient: Students demonstrates knowledge of major concepts ever though she/he overlooks or misunderstands some less obvious ideas of details. Student can apply core concepts and skills to solve problems. Student makes connections among major concepts. Student communicates ides effectively.

EAST CARTER MIDDLE
520 ROBERT & MARY, GRAYSON, KY 41143
606-474-5156 06 - 08

High Achievement
Math: 88.7 (53.8)

Most Improved
Reading Year 1: 47.8 (45.5) Reading Year 2: 52.5 (49.2)
Math Year 1: 48.7 (48.9) Math Year 2: 88.7 (53.8)

Enrollment: 703
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 99
Asian: 1

LEESTOWN MIDDLE
LEESTOWN ROAD, LEXINGTON, KY 40511
606-254-9223 06 - 08

High Achievement
Math: 53.9 (53.8)

Most Improved
Math Year 1: 41.7 (48.9) Math Year 2: 53.9 (53.8)

Enrollment: 643
LEP: 50% or more Title I
50-74% Poverty
Whites: 51
African Americans: 49

AUDUBON ELEMENTARY
300 WORTHINGTON RD, OWENSBORO, KY 42301
502-685-4110 KG - 05

High Achievement
Reading: 82.3 (63.8)

Enrollment: 441
LEP: 0 to 10% Title I
50-74% Poverty

HARDINSBURG ELEMENTARY
419 EAST 3RD STREET, HARDINSBURG, KY 40143
502-756-5184 KG - 08

High Achievement
Reading: 85.6 (63.8)

Most Improved
Reading Year 1: 52.1 (55.3) Reading Year 2: 85.6 (63.8)

Enrollment: 748
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 96
African Americans: 4

RUSSELL COUNTY MIDDLE
2258 SOUTH HWY 127, RUSSELL SPRINGS, KY 42642
502-866-2224 07 - 09

High Achievement
Reading: 51.7 (49.2)

Most Improved
Math Year 1: 48.7 (48.9) Math Year 2: 61.5 (53.8)

Enrollment: 651
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 99
African Americans: 1
Latinos: 1

CANNEL CITY ELEMENTARY
RT 191, CANNEL CITY, KY 41408
606-743-4115 KG - 05

High Achievement
Reading: 92.7 (63.8)

Enrollment: 119
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 99
African Americans: 1

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The Education Trust

Kentucky

HATCHER ELEMENTARY
HICKMAN ST, ASHLAND, KY 41101
606-327-2732 KG - 06

High Achievement
Math: 50.9 (44.8)

Enrollment: 221
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 91
African Americans: 5
Latinos: 1
Asians: 1
Native Americans: 1

ISONVILLE ELEMENTARY
PO BOX 199, ISONVILLE, KY 41149
606-738-6695 KG - 06

High Achievement
Reading: 104.7 (63.8)

Enrollment: 144
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 100

JAMESTOWN ELEMENTARY
342 S MAIN STREET, JAMESTOWN, KY 42629
502-343-3966 KG - 06

High Achievement
Reading: 85.9 (63.8)

Enrollment: 381
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 98
African Americans: 2

L C CURRY ELEMENTARY
GLENLILY & DURBIN ST, BOWLING GREEN, KY 42101
502-842-0089 KG - 06

High Achievement
Math: 66.7 (44.8)

Enrollment: 280
LEP: 11to 20% Title I
75-100% Poverty
Whites: 40
African Americans: 47
Latinos: 11
Asians: 1

SOUTH LAUREL MIDDLE
223 S LAUREL RD, LONDON, KY 40741
606-878-9300 06 - 08

High Achievement
Math: 58.2 (53.8)

Enrollment: 93
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 97
African Americans: 1
Latinos: 1
Asians: 1

TILDEN HOGGE ELEMENTARY
5950 C.. NSTON ROAD, MOREHEAD, KY 40351
606-784-4604 KG - 05

High Achievement
Math: 58.3 (44.8)

Enrollment: 264
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 99
African Americans: 1

Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
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The Education Trust

Kentucky

WHITLEY CO CENTRAL ELEMENTARY
520 BLV OF CHAMPIONS, WILLIAMSBURG, KY 40769
606-549-7060 KG - 05

High Achievement
Math: 54.6 (44.8)

Enrollment: 433
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 98
African Americans: 1
Asians: 1

ARJAY ELEMENTARY
ARJAY, KY 40902
606-337-3512 KG - 06

Most Improved
Reading Year 1: 35.0 (55.3) Reading Year 2: 74.3 (63.8)

Enrollment: 156
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 99
African Americans: 1

BURNSIDE ELEMENTARY
LAKESHORE DRIVE, BURNSIDE, KY 42519
606-561-4250 KG – 05

Most Improved
Reading Year 1: 44.6 (55.3) Reading Year 2: 70.7 (63.8)

Enrollment: 457
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 99
African Americans: 1
Asians: 1

WILMORE ELEMENTARY
S LEXINGTON AVE, WILMORE, KY 40390
606-858-3134 KG - 05

High Achievement
Math: 72.5 (44.8)

Enrollment: 550
LEP: 11to 20% Title I
50-74% Poverty
Whites: 88
African Americans: 5
Latinos: 2
Asians: 3
Native Americans: 2

BREATHITT COUNTY HIGH
406 COURT ST, JACKSON, KY 41339
606-666-7511 09 - 12

Most Improved
Math Year 1: 26.7 (45.5) Math Year 2: 37.3 (50.0)
Reading Year 1: 26.9 (33.8) Reading Year 2: 44.6 (54)

Enrollment: 826
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 100

CARR CREEK ELEMENTARY
LITTCARR, KY 41834
606-642-3833 KG - 08

Most Improved
Math Year 1: 13.2 (41.8) Math Year 2: 33.2 (44.8)

Enrollment: 623
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 97
African Americans: 3

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Top Performing Schools Directory

The Education Trust

Kentucky

CRABBE ELEMENTARY
17TH & CENTRAL, ASHLAND, KY 41101
606-327-2730 KG – 06

Most Improved
Math Year 1: 15.2 (41.8) Math Year 2: 37.2 (44.8)

Enrollment: 406
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 97
African Americans: 1
Asians: 1
Native Americans: 1

DISHMAN MCGINNIS ELEMENTARY
OLD MORGANTOWN RD, BOWLING GREEN, KY 42101
502-843-4464 KG - 06

Most Improved
Math Year 1: 11.6 (41.8) Math Year 2: 30.6 (44.8)

Enrollment: 269
LEP: 11to 20% Title I
75-100% Poverty
Whites: 59
African Americans: 30
Latinos: 9
Asians: 2

FOURTH DISTRICT ELEMENTARY
PO BOX 20, JETSON, KY 42252
502-526-4392 KG – 05

Most Improved
Math Year 1: 9.6 (41.8) Math Year 2: 27.7 (44.8)

Enrollment: 163
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 100

HARRODSBURG HIGH
E LEXINGTON ST, HARRODSBURG, KY 40330
606-734-8420 09 – 12

Most Improved
Math Year 1: 46.6 (48.9) Math Year 2: 47.9 (53.8)

Enrollment: 237
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 75
African Americans: 25

HERALD WHITAKER MIDDLE
HORNET DRIVE, SALYERSVILLE, KY 41465
06-349-5190 07 – 08

Most Improved
Reading Year 1: 38.8 (45.5) Reading Year 2: 45.8 (49.2)

Enrollment: 494
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 100

IROQUOIS HIGH
4615 TAYLOR BLVD, LOUISVILLE, KY 40215
502-473-8269 09 – 12

Most Improved
Reading Year 1: 16.3 (33.8) Reading Year 2: 32.0 (54)
Math Year 1: 22.1 (45.5) Math Year 2: 35.0 (50)

Enrollment: 222
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 49
African Americans: 44
Latinos: 3
Asians: 4

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Top Performing Schools Directory

The Education Trust

Kentucky

IRVINGTON ELEMENTARY
ROUTE 2 BOX 90, IRVINGTON, KY 40146
502-547-4491 KG – 08

Most Improved
Math Year 1: 23.4 (41.8) Math Year 2: 53.3 (44.8)

Enrollment: 407
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 89
African Americans: 11

JACKSON INDEPENDENT MIDDLE
938 HIGHLAND AVE, JACKSON, KY 41339
606-666-5164 05 – 08

Most Improved
Reading Year 1: 20.7 (33.8) Reading Year 2: 50.9 (54.0)

Enrollment: 116
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 99
African Americans: 1

LACY ELEMENTARY
12015 GREENVILLE RD, HOPKINSVILLE, KY 42240
502-269-2102 KG - 05

Most Improved
Math Year 1: 17.3 (41.8) Math Year 2: 54.4 (44.8)

Enrollment: 294
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 73
African Americans: 26

JACKSON COUNTY HIGH
PO BOX 427 HWY 421S, MCKEE, KY 40447
606-287-7155 09 – 12

Most Improved
Reading Year 1: 26.3 (33.8) Reading Year 2: 48.8 (54)
Math Year 1: 26.0 (45.5) Math Year 2: 37.8 (50)

Enrollment: 691
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 100

KNOX CENTRAL HIGH
N MAIN STREET, BARBOURVILLE, KY 40906
606-546-9253 09 – 12

Most Improved
Reading Year 1: 25.6 (33.8) Reading Year 2: 45.5 (54.0)

Enrollment: 67
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 99
African Americans: 1

MEYZEEK MIDDLE
828 S JACKSON ST, LOUISVILLE, KY 40203
502-473-8307 06 - 08

Most Improved
Reading Year 1: 45.4 (45.5) Reading Year 2: 58.3 (49.2)

Enrollment: 328
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 62
African Americans: 34
Latinos: 1
Asians: 3

Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math. 35
( ) The number in parentheses is the state average score.

The Education Trust

Kentucky

NOE MIDDLE
121 WEST LEE ST, LOUISVILLE, KY 40208
502-473-8299 06 - 08

Most Improved
Reading Year 1: 40.0 (45.5) Reading Year 2: 45.6 (49.2)
Math Year 1: 38.4 (48.9) Math Year 2: 50.8 (53.8)

Enrollment: 79
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 60
African Americans: 33
Latinos: 2
Asians: 3
Native Americans: 1

NORTH DRIVE MIDDLE
831 NORTH DRIVE, HOPKINSVILLE, KY 42240
502-887-1250 06 - 08

Most Improved
Reading Year 1: 39.3 (45.5) Reading Year 2: 48.1 (49.2)

Enrollment: 678
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 65
African Americans: 35

SANDERS ELEMENTARY
8408 TERRY LN, PLEASURE RIDGE, KY 40258
502-473-8322 KG – 05

Most Improved
Reading Year 1: 39.4 (55.3) Reading Year 2: 66.7 (63.8)

Enrollment: 416
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 67
African Americans: 31
Latinos: 1
Asians: 1

SPARKSVILLE ELEMENTARY
44 WEED-SPARKSVILLE, COLUMBIA, KY 42728
502-378-6565 KG - 08

Most Improved
Reading Year 1: 53.7 (55.3) Reading Year 2: 91.7 (63.8)

Enrollment: 177
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 99

SUMMER SHADE ELEMENTARY
RT 1 BOX 23, SUMMER SHADE, KY 42166
502-428-3962 KG – 05

Most Improved
Reading Year 1: 40.9 (55.3) Reading Year 2: 80.9 (63.8)

Enrollment: 191
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 98
African Americans: 2

WARFIELD MIDDLE
P O BOX 378, WARFIELD, KY 41267
606-395-5900 06 - 08

Most Improved
Reading Year 1: 41.9 (45.5) Reading Year 2: 47.1 (49.2)

Enrollment: 294
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 100

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Top Performing Schools Directory

The Education Trust

Kentucky

WEST CARTER MIDDLE
PO BOX 910, OLIVE HILL, KY 41164
606-286-5354 06 – 08

Most Improved
Reading Year 1: 38.3 (45.5) Reading Year 2: 47.9 (49.2)

Enrollment: 557
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 99
Latinos: 1

WHITESBURG MIDDLE
PARK STREET, WHITESBURG, KY 41858
606-633-2761 06 - 08

Most Improved
Reading Year 1: 41.7 (45.5) Reading Year 2: 47.8 (49.2)

Enrollment: 243
LEP: 0 to 10% Title I
50-74% Poverty

Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math. ( ) The number in parentheses is the state average score.

The Education Trust

Minnesota

Assessment: Minnesota Comprehensive Assessment (elementary school)
Minnesota Basic Standards Test (middle school)
Proficient: Elementary: no definition available Middle: percent passing

ANDERSEN OPEN ELEMENTARY
1098 ANDERSEN LANE, MINNEAPOLIS, MN 55407
612-627-2295 Grade: 05

High Achievement
Math: 11 (32)

Enrollment: 740
LEP: 21 to 30% Title I
75-100% Poverty
Whites: 20
African Americans: 30
Latinos: 30
Native Americans: 20

ANDERSEN OPEN ELEMENTARY
1098 ANDERSEN LANE, MINNEAPOLIS, MN 55407
612-627-2295 Grade: 08

High Achievement
Reading: 50 (68) Math: 44 (71)

Enrollment: 740
LEP: 21 to 30% Title I
75-100% Poverty
Whites: 20
African Americans: 30
Latinos: 30
Native Americans: 20

BELGRADE BROOTEN ELROSA SECONDARY
BOX 339, BELGRADE, MN 56312
612-254-8211 Grade: 03

High Achievement
Reading: 49 (35) Math: 34 (32)

Enrollment: 226
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 95
African Americans: 5

BERTHA ELEMENTARY
BOX 8, BERTHA, MN
218-924-2500 Grade: 03

High Achievement
Reading: 38 (35)

Enrollment: 323
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 97
Latinos: 3

CANBY ELEMENTARY
307 1ST ST. W., CANBY, MN
507-223-7219 Grade: 03

High Achievement
Reading: 44 (35) Math: 47 (35)

Enrollment: 362
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 98
Latinos: 1
Native Americans: 1

EAGLE VALLEY SECONDARY
BOX 299, EAGLE BEND, MN 56446
218-738-6442 Grade: 08

High Achievement
Reading: 56 (68) Math:55 (71)

Enrollment: 308
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 96
African Americans: 1
Asians: 1
Native Americans: 2

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Minnesota

FOLWELL MIDDLE
3611 20TH AVE. S., MINNEAPOLIS, MN 55407
612-627-2604 Grade: 08

High Achievement
Reading: 29 (68) Math:30 (71)

Enrollment: 756
LEP: 21 to 30% Title I
75-100% Poverty
Whites: 25
African Americans: 30
Latinos: 14
Asians: 14
Native Americans: 2

HEALY SECONDARY
112 KAMNIC ST., PIERZ, MN 56364
612-468-6491 Grade: 08

High Achievement
Reading: 56 (68) **Math: 78 (71)**

Enrollment: 575
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 100

HENDRICKS ELEMENTARY
200 E. LINCOLN, HENDRICKS, MN
507-275-3115 Grade: 06

High Achievement
Reading: 51 Math:32

Enrollment: 103
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 99
African Americans: 1
Asians: 1

HILL CITY SECONDARY
500 IONE AVE., HILL CITY, MN
218-697-2394 Grade: 08

High Achievement
Reading: 58 (68) **Math:76 (71)**

Enrollment: 147
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 90
Native Americans: 10

HOLMES ELEMENTARY
1026 E. CENTER ST., ROCHESTER, MN 55904
507-281-6085 Grade: 05

High Achievement
Reading: 41 (38)

Enrollment: 334
LEP: 21 to 30% Title I
50-74% Poverty
Whites: 55
African Americans: 10
Latinos: 2
Asians: 18

KING ELEMENTARY
BOX 307, DEER RIVER, MN
218-246-8860 Grade: 05

High Achievement
Reading: 41 (38)

Enrollment: 493
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 73
African Americans: 1
Native Americans: 26

Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
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The Education Trust

Minnesota

LOWELL MUSIC MAGNET ELEMENTARY
2000 RICE LAKE RD., DULUTH, MN 55811
218-722-9226 Grade: 03

High Achievement
Reading: 36 (35)

Enrollment: 545
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 80
African Americans: 9
Latinos: 1
Asians: 7
Native Americans: 3

LOWELL MUSIC MAGNET ELEMENTARY
2000 RICE LAKE RD., DULUTH, MN 55811
218-722-9226 Grade: 05

High Achievement
Reading: 47 (38)

Enrollment: 545
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 80
African Americans: 9
Latinos: 1
Asians: 7
Native Americans: 3

MADELIA ELEMENTARY
121 E. MAIN ST., MADELIA, MN
507-642-3234 Grade: 03

High Achievement
Reading: 37 (35)

Enrollment: 290
LEP: 11to 20% Title I
50-74% Poverty
Whites: 70
Latinos: 30

MARCY OPEN ELEMENTARY
415 4TH AVE. S.E., MINNEAPOLIS, MN
612-627-2271 Grade: 03

High Achievement
Math:47 (35)

Enrollment: 609
LEP: 11to 20% Title I
50-74% Poverty
Whites: 50
African Americans: 35
Latinos: 5
Asians: 10
Native Americans: 4

MARCY OPEN ELEMENTARY
415 4TH AVE. S.E., MINNEAPOLIS, MN
612-627-2271 Grade: 08

High Achievement
Reading: 57 (68) Math:57 (71)

Enrollment: 609
LEP: 11to 20% Title I
50-74% Poverty
Whites: 50
African Americans: 35
Latinos: 5
Asians: 10
Native Americans: 4

MARCY OPEN ELEMENTARY
415 4TH AVE. S.E., MINNEAPOLIS, MN
612-627-2271 Grade: 05

High Achievement
Math:32 (32)

Enrollment: 609
LEP: 11to 20% Title I
50-74% Poverty
Whites: 50
African Americans: 35
Latinos: 5
Asians: 10
Native Americans: 4

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( ) The number in parentheses is the state average score.

The Education Trust

Minnesota

MOTLEY-STAPLES MIDDLE
BOX 268, MOTLEY, MN
218-352-6170 Grade: 07

High Achievement
Reading: 79 (68) Math:78 (71)

Enrollment:
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 98
Latinos: 2

MOUNTAIN LAKE ELEMENTARY
BOX 400, 450 12TH ST., MOUNTAIN LAKE, MN 56159
507-427-3151 Grade: 03

High Achievement
Reading: 45 (35)

Enrollment: 309
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 78
Latinos: 7
Asians: 15

MOUNTAIN LAKE ELEMENTARY.
BOX 400, 450 12TH ST., MOUNTAIN LAKE, MN 56159
507-427-3151 Grade: 05

High Achievement
Reading: 46 (38)

Enrollment: 309
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 78
Latinos: 7
Asians: 15

PARKERS PRAIRIE ELEMENTARY
BOX 46, 518 SOUTH MCCO, PARKERS PRAIRIE, MN
218-338-6011 Grade: 05

High Achievement
Reading: 49 (38) Math:37 (32)

Enrollment: 358
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 98
African Americans: 1
Latinos: 1

PARKERS PRAIRIE ELEMENTARY
BOX 46, 518 SOUTH MCCO, PARKERS PRAIRIE, MN
218-338-6011 Grade: 03

High Achievement
Math:46 (35)

Enrollment: 358
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 98
African Americans: 1
Latinos: 1

PINE RIVER ELEMENTARY
BOX 610, PINE RIVER, MN 56474
218-587-4447 Grade: 03

High Achievement
Math:47 (35)

Enrollment: 519
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 97
African Americans: 1
Latinos: 1
Native Americans: 1

Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

The Education Trust

Minnesota

PINE RIVER ELEMENTARY
BOX 610, PINE RIVER, MN 56474
218-587-4447 Grade: 05

High Achievement
Math:35 (32)

Enrollment: 519
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 97
African Americans: 1
Latinos: 1
Native Americans: 1

SHINGLE CREEK ELEMENTARY
5034 OLIVER AVE. N., MINNEAPOLIS, MN 55430
612-627-2673 Grade: 05

High Achievement
Math:17 (32)

Enrollment: 461
LEP: 11to 20% Title I
75-100% Poverty
Whites: 18
African Americans: 61
Asians: 16
Native Americans: 5

TUTTLE ELEMENTARY
1042 18TH AVE. S.E., MINNEAPOLIS, MN 55414
612-627-2271 Grade: 03

High Achievement
Reading: 41 (35) Math:49 (35)

Enrollment: 426
LEP: 31 to 40% Title I
50-74% Poverty
Whites: 40
African Americans: 30
Asians: 30

TUTTLE ELEMENTARY
1042 18TH AVE. S.E., MINNEAPOLIS, MN 55414
612-627-2271 Grade: 05

High Achievement
Math:32 (32)

Enrollment: 426
LEP: 31 to 40% Title I
50-74% Poverty
Whites: 40
African Americans: 30
Asians: 30

WAUBUN SEC.
BOX 98, WAUBUN, MN
218-473-2173 Grade: 08

High Achievement
Math:54 (71)

Enrollment: 284
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 40
Native Americans: 60

 Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

The Education Trust

Mississippi

Assessment: Iowa Test of Basic Skills, Form L, and Test of Achievement Proficiency. Test is administered in fall for the previous school year.
Proficient: NCE average; there is no definition of proficient.

DURANT PUBLIC
400 W MADISON STREET, DURANT, MS 39063
601-653-3429 03 - 05

High Achievement
Math: 55.4 (49.4)

Most Improved
Reading Year 1: 37.9 (46.3) Reading Year 2: 47.3 (47.1)
Math Year 1: 42.0 (48.1) Math Year 2: 55.4 (49.4)

Enrollment: 679
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 18
African Americans: 82

HILLS CHAPEL
ROUTE 5 BOX 138, BOONEVILLE, MS 38829
601-728-5181 KG - 08

High Achievement
Math: 57.7 (49.4) Read: 55.7 (48.6)

Most Improved
Math Year 1: 49.3 (48.1) Math Year 2: 57.7 (49.4)

Enrollment: 549
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 100

OXFORD ELEMENTARY
1637 HWY 30 E, OXFORD, MS 38655
601-234-3497 03 - 05

High Achievement
Reading: 56.3 (47.3) Math: 58.1 (49.4)

Most Improved
Math Year 1: 51.8 (48.1) Math Year 2: 58.1 (49.4)

Enrollment: 636
LEP: 0 to 10% Title I
50-74% Poverty

PASS CHRISTIAN ELEMENTARY
703 W NORTH, PASS CHRISTIAN, MS 39571
601-452-4397 KG – 05

High Achievement
Reading: 52.3 (47.3) Math: 59.4 (49.4)

Most Improved
Math Year 1: 50.32 (48.1) Math Year 2: 59.38 (49.4)

Enrollment: 434
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 41
African Americans: 53
Asians: 6

SAND HILL ELEMENTARY
RT 4 BOX 115 HIGHWAY, RICHTON, MS 39476
601-989-2022 06 – 08

High Achievement
Reading: 56.0 (46.9)

Most Improved
Math Year 1: 49.0 (46.5) Math Year 2: 56.0 (46.9)

Enrollment: 227
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 98

DREW HIGH
288 GREEN AVENUE, DREW, MS 38737
601-745-8586 09 – 12

High Achievement
Math: 290.4 (294.5)

Enrollment: 268
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 10
African Americans: 90

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Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math. ( ) The number in parentheses is the state average score.

The Education Trust

Mississippi

DURANT PUBLIC
400 W MADISON STREET, DURANT, MS 39063
601-653-3429 06 – 08

High Achievement
Math: 49.9 (46.9)

Enrollment: 679
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 18
African Americans: 82

EAST CORINTH ELEMENTARY
1200 MEEKS STREET, CORINTH, MS 38834
601-286-5245 02 - 04

High Achievement
Math: 59.9 (49.4)

Enrollment: 463
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 60
African Americans: 40

HEIDELBERG HIGH
P O DRAWER M, HEIDELBERG, MS 39439
601-787-3414 09 – 12

High Achievement
Math: 292.3 (294.5)

Enrollment: 396
LEP: 0 to 10% Title I
75-100% Poverty
African Americans: 99
Native Americans: 1

LELAND HIGH
403 E THIRD STREET, LELAND, MS 38756
601-686-5020 09 - 12

High Achievement
Math: 294.8 (294.5)

Enrollment: 421
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 5
African Americans: 95

MANNING ELEMENTARY
430 HIGHWAY 1 N, GREENVILLE, MS 38701
601-334-7116 03 – 05

High Achievement
Math Year 52.3 (49.4)

Enrollment: 366
LEP: 0 to 10% Title I
African Americans: 100

NORA DAVIS MAGNET
1305 MARTIN LUTHER KING, LAUREL, MS 39440
601-428-7782 KG – 06

High Achievement
Reading: 56.0 (47.3) Math: 58.2 (49.4)

Enrollment: 461
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 25
African Americans: 73

Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

Mississippi

WEIR ATTENDANCE CENTER
SCHOOL HOUSE STREET, WEIR, MS 39772
601-547-6428 KG – 12

High Achievement
Math: 47.0 (46.9)

Enrollment: 602
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 37
African Americans: 63
Asians: 6

AKIN ELEMENTARY
361 BOWMAN BLVD, GREENVILLE, MS 38701
601-334-7161 KG – 06

Most Improved
Reading Year 1: 47.3 (48.6) Reading Year 2: 57.4 (48.4)
Math Year 1: 44.7 (46.5) Math Year 2: 49.7 (46.8)

Enrollment: 550
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 41
African Americans: 59

ARMSTRONG MIDDLE
303 MCKEE STREET, STARKVILLE, MS 39759
601-324-4070 07 – 08

Most Improved
Math Year 1: 44.6 (46.5) Math Year 2: 49.5 (46.8)

Enrollment: 666
LEP: 0 to 10%
50-74% Poverty
Whites: 36
African Americans: 63
Asians: 1

EARL NASH ELEMENTARY
P O BOX 391, MACON, MS 39341
601-726-5203 KG – 04

Most Improved
Math Year 1: 34.5 (48.1) Math Year 2: 43.9 (49.4)

Enrollment: 582
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 1
African Americans: 98
Asians: 1

FAIRVIEW JUNIOR HIGH
ROUTE 1 66 FAIRVIEW RO, GOLDEN, MS 38847
601-585-3127 KG – 09

Most Improved
Math Year 1: 46.8 (48.1) **Math Year 2: 53.0 (49.4)**

Enrollment: 255
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 100

GLEN ALLAN ATTENDANCE CENTER
BOX 209, GLEN ALLAN, MS 38744
P O 601-839-2991 PK – 06

Most Improved
Reading Year 1: 33.6 (46.3) Reading Year 2: 41.6 (47.1)

Enrollment: 163
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 4
African Americans: 95
Latinos: 1

Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

Mississippi

NEWTON COUNTY ELEMENTARY
HIGHWAY 15 N, DECATUR, MS 39327
601-635-2956 KG – 06

Most Improved
Math Year 1: 50.9 (48.1) Math Year 2: 65.4 (49.4)

Enrollment: 891
LEP: 0 to 10%
75-100% Poverty
Whites: 75
African Americans: 20
Native Americans: 5

OAKLAND ELEMENTARY
ROUTE 1 BOX 178, OAKLAND, MS 38948
601-623-8701 KG – 06

Most Improved
Math Year 1: 40.0 (48.1) Math Year 2: 49.8 (49.4)

Enrollment: 200
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 10
African Americans: 90

POTTS CAMP ATTENDANCE CENTER
P O BOX 697, POTTS CAMP, MS 38659
601-333-6354 03 – 12

Most Improved
Reading Year 1: 42.7 (46.3) Reading Year 2: 53.5 (47.1)

Enrollment: 591
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 60
African Americans: 40

RIENZI ELEMENTARY
ROUTE 2 BOX 1, RIENZI, MS 38865
601-462-5214 KG - 08

Most Improved
Reading Year 1: 43.5 (48.6) Reading Year 2: 57.1 (48.4)
Math Year 1: 51 (46.5) Math Year 2: 58.2 (46.8)

Enrollment: 150
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 94
African Americans: 3
Asians: 3

VARDAMAN ELEMENTARY
HWY 8 EAST, VARDAMAN, MS 38878
601-682-7799 KG – 06

Most Improved
Reading Year 1: 47.1 (46.3) Reading Year 2: 52.2 (47.1)
Math Year 1: 46.4 (48.1) Math Year 2: 54.1 (49.4)

Enrollment: 303
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 64
African Americans: 27
Latinos: 9

REUBEN ELEMENTARY
P O BOX 247, BOLTON, MS 39041
601-866-2642 KG - 08

Most Improved
MathYear 1: 38.0 (46.5) Math Year 2: 44.6 (46.8)

Enrollment: 295
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 2
African Americans: 98

Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

The Education Trust

Nevada

Assessment: TerraNova Form A.
Proficient: National percentile: Within the state four reporting levels are used: Below Standard, Approaching Standard, Meets standard, and Exceeds Standard.

EMPIRE ELEMENTARY
1260 MONTE ROSA, CARSON CITY, NV 89703
702-885-6371 KG - 05

High Achievement
Reading: 71.1 (77.1)

Enrollment: 556
LEP: 41 to 50% Title I
50-74% Poverty
Whites: 55
Latinos: 45

GRAGSON ELEMENTARY
555 NORTH HONOLULU, LAS VEGAS, NV 89110
702-799-7330 PK - 05

High Achievement
Reading: 78 (77.1)

Enrollment: 789
LEP: 50% or more
50-74% Poverty
Whites: 10
African Americans: 20
Latinos: 70

JACKPOT HIGH
PO BOX 463, JACKPOT, NV 89825
702-755-2374 07 - 12

High Achievement
Reading: 62.5 (80.8) **Math: 87.5 (76.2)**

Enrollment: 132
LEP: 11to 20% Title I
75-100% Poverty

ORR MIDDLE
1562 EAST KATIE DRIVE, LAS VEGAS, NV 89119
702-799-5573 06 - 08

High Achievement
Reading: 62.6 (76.2) Math: 61.0 (71.6)

Enrollment: 129
LEP: 11to 20% Title I
75-100% Poverty
Whites: 22
African Americans: 18
Latinos: 44
Asians: 6
Native Americans: 1

YERINGTON INTERMEDIATE
215 PEARL STREET, YERINGTON, NV 89447
702-463-3506 05 - 08

High Achievement
Reading: 70.5 (76.2) **Math: 71.7 (71.6)**

Enrollment: 448
LEP: 11to 20% Title I
50-74% Poverty
Whites: 68
Latinos: 20
Native Americans: 9

CAHLAN ELEMENTARY
2801 FORT SUMTER DRIVE, NORTH LAS VEGAS, NV 89030
702-799-7103 KG - 05

Most Improved
Reading Year 1: 48 Reading Year 2: 53.6 (76.2)
Math Year 1: 55 Math Year 2: 63.9 (71.6)

Enrollment: 473
LEP: 50% or more Title I
75-100% Poverty
Whites: 4
African Americans: 20
Latinos: 75
Asians: 1

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Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

Nevada

CRESTWOOD ELEMENTARY
1300 PAULINE WAY, LAS VEGAS, NV 89104
702-799-7890 PK - 05

Most Improved
Reading Year 1: 76 Reading Year 2: 82.2

Enrollment: 609
LEP: 31 to 40%
50-74% Poverty
Whites: 23
African Americans: 10
Latinos: 65
Asians: 1
Native Americans: 1

DESERT HEIGHTS ELEMENTARY
13948 MT. BISMARK STRE, RENO, NV 89506
702-677-5444 KG - 06

Most Improved
Reading Year 1: 49 Reading Year 2: 57.1
Math Year 1: 35 Math Year 2: 65.7

Enrollment:
LEP: 21 to 30% Title I
50-74% Poverty
Whites: 59
African Americans: 5
Latinos: 32
Asians: 3
Native Americans: 3

SIERRA VISTA ELEMENTARY
2001 GETTO DRIVE, RENO, NV 89512
702-322-5365 PK - 06

Most Improved
Math Year 1: 44 Math Year 2: 90.2

Enrollment: 379
LEP: 11to 20% Title I
50-74% Poverty
Whites: 60
African Americans: 1
Latinos: 40
Asians: 1

 Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

Top Performing Schools Directory

The Education Trust

New Hampshire

Assessment: New Hampshire State Assessment Test, 1995-96 (high school)
Proficient: Proficient

ALLEN ELEMENTARY
23 GRANITE ST, ROCHESTER, NH 3866
603-332-2280 01 - 05

High Achievement
Reading: 15 (30) Math: 28 (39)

Most Improved
Math Year 1: 24 (33) Math Year 2: 28 (39)

Enrollment: 345
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 94
African Americans: 2
Latinos: 2
Asians: 2

AMHERST STREET
71 AMHERST ST, NASHUA, NH 3060
603-594-4385 KG - 06

High Achievement
Reading: 21 (30) Math: 23 (39)

Most Improved
Reading Year 1: 14 (29) Reading Year 2: 21 (30)

Enrollment: 413
LEP: 0 to 10% TitleI
50-74% Poverty
Whites: 80
African Americans: 2
Latinos: 15
Asians: 2
Native Americans: 1

DALTON ELEMENTARY
RR 2 BOX 350, WHITEFIELD, NH 3598
603-837-9827 01 - 03

High Achievement
Reading: 20 (30) Math: 20

Most Improved
Math Year 1: 6 (33) Math Year 2: 20 (39)

Enrollment: 55
LEP: 11to 20% Title I
50-74% Poverty
Whites: 100

STRAFFORD ELEMENTARY
HC 71 BOX 113, CENTER STRAFFORD, NH 3815
603-664-2842 01 - 08

High Achievement
Reading: 17 (30)

Enrollment: 472
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 98
African Americans: 1
Latinos: 1

BESSIE C ROWELL
20 ROWELL DR, FRANKLIN, NH 3235
603-934-5116 03 - 04

Most Improved
Math Year 1: 10 (33) Math Year 2: 11 (39)

Enrollment: 252
LEP: 0 to 10% Title I
50-74% Poverty

HILLTOP ELEMENTARY
17 GRAND ST, SOMERSWORTH, NH 3878
603-692-2435 01 - 04

Most Improved
Reading Year 1: 8 (29) Reading Year 2: 19 (30)
Math Year 1: 4 (33) Math Year 2: 11 (39)

Enrollment: 182
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 98
African Americans: 1
Latinos: 1

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Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

Top Performing Schools Directory

The Education Trust

New York

Assessment: New York State Pupil Evaluation Program Test (Grades 3 & 6); Grades: Regents Examination (Secondary)

Proficient: Score at or above the state reference point, but below mastery level. (Grades 3 & 6); Not available, Secondary)

CHOIR ACADEMY OF HARLEM

2005 MADISON AVE, NEW YORK, NY 10035
212-289-3481 04 - 11

High Achievement
Reading: 106 (56.3)

Most Improved
Reading Year 1: 13 (50.3) Reading Year 2: 106 (56.3)

Enrollment: 282
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 1
African Americans: 95
Latinos: 3
Native Americans: 1

FASHION INDUSTRIES HIGH

225 W 24TH ST, NEW YORK, NY 10016
212-255-1235 09 – 12

High Achievement
Reading: 41 (56.3) Math: 35 (58.7)

Most Improved
Reading Year 1: 40 (50.3) Reading Year 2: 41 (56.3)

Enrollment: 201
LEP: 11to 20% Title I
75-100% Poverty
Whites: 5
African Americans: 27
Latinos: 61
Asians: 7

HOSTOS LINCOLN ACADEMY

475 GRAND CONCOURSE, BRONX, NY 10451
718-518-4333 09 – 12

High Achievement
Reading: 68 (56.3)

Most Improved
Reading Year 1: 29 (50.3) Reading Year 2: 68 (56.3)

Enrollment: 267
LEP: 11to 20% Title I
50-74% Poverty
Whites: 1
African Americans: 23
Latinos: 74
Asians: 2
Native Americans: 1

LACKAWANNA HIGH

550 MARTIN RD, LACKAWANNA, NY 14218
716-827-6727 07 - 12

High Achievement
Math: 46 (58.7) Reading: 55 (56.3)

Most Improved
Math Year 1: 32 (52.7) Math Year 2: 46 (58.7)

Enrollment: 5
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 70
African Americans: 20
Asians: 10

Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

The Education Trust

New York

PS 38
350 VERMONT ST, BUFFALO, NY 14213
716-888-7060 PK – 08

High Achievement
Math: 58 (20.3)

Most Improved
Math Year 1: 20 (26.8) Math Year 2: 58 (20.3)

Enrollment: 726
LEP: 11 to 20% Title I
75-100% Poverty
Whites: 13
African Americans: 50
Latinos: 36
Native Americans: 1

SCHOOL 46
250 NEWCASTLE RD, ROCHESTER, NY 14610
716-288-8008 KG – 06

High Achievement
Math: 95 (58.5)

Most Improved
Math Year 1: 56 (45.5) Math Year 2: 95 (58.5)

Enrollment: 373
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 44
African Americans: 45
Latinos: 8
Asians: 2
Native Americans: 1

SYLVAN-VERONA BEACH COMMUNITY
RT 13, VERONA BEACH, NY 13162
315-762-4404 KG – 06

High Achievement
Grade: 6
Reading: 100 (86.1) Math: 50 (20.3)

Most Improved
Math Year 1: 27 (26.8) Math Year 2: 50 (20.3)

Enrollment:
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 100

TALENT UNLIMITED HIGH
317 E 67TH ST, NEW YORK, NY 10021
212-879-6866 09 – 12

High Achievement
Reading: 65 (56.3)

Most Improved
Math Year 1: 12 (52.7) Math Year 2: 31 (58.7)

Enrollment:
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 9
African Americans: 48
Latinos: 40
Asians: 3

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Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

The Education Trust

New York

ALBANY ELEMENTARY
1151 ALBANY ST, UTICA, NY 13501
315-792-2150 KG - 06

High Achievement
Reading: 100 (85.6)

Enrollment: 510
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 68
African Americans: 19
Latinos: 13

ARTHUR P. MOMOT
60 MONTY ST, PLATTSBURGH, NY 12901
518-563-1140 PK - 05

High Achievement
Reading: 100 (85.6)

Enrollment: 460
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 86
African Americans: 9
Latinos: 4
Asians: 1

EL PUENTE ACADEMY FOR PEACE & JUSTICE
221 S 4TH ST, BROOKLYN, NY 11211
718-599-2895 09 – 10

High Achievement
Reading: 25 (56.3)

Enrollment: 60
LEP: 0 to 10% Title I
75-100% Poverty
African Americans: 13
Latinos: 87

GREAT NECK ROAD ELEMENTARY
1400 GREAT NECK RD, COPIAGUE, NY 11726
516-842-4000 KG - 05

High Achievement
Reading: 100 (85.6)

Enrollment: 492
LEP: 11to 20% Title I
50-74% Poverty
Whites: 38
African Americans: 30
Latinos: 30
Asians: 2

HAMILTON ELEMENTARY
20 OAK ST, MOUNT VERNON, NY 10550
914-665-5050 KG-06

High Achievement
Reading: 100 (86.1)

Enrollment: 508
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 89
African Americans: 8
Latinos: 2
Asians: 1

HOLMES
365 DUPONT AVE, TONAWANDA, NY 14150
716-874-8423

High Achievement
Math: 83 (58.5)

Enrollment: 508
LEP: 0 to 10% Title I
50-74% Poverty
White: 89
African American: 8
Latinos: 2
Asians: 1

 Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

The Education Trust

New York

IS 237 RACHEL CARSON
46-21 COLDEN ST, FLUSHING, NY
718-353-6464 07 - 09

High Achievement
Math: 47 (58.7)

Enrollment: 290
LEP: 21 to 30%
50-74% Poverty
Whites: 10
African Americans: 10
Latinos: 22
Asians: 58

JEFFERSON ELEMENTARY
BAILEY RD, MASSENA, NY 13662
315-764-0292 KG – 06

High Achievement
Reading: 100 (85.6)

Enrollment: 363
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 100

NEWTOWN HIGH
48-01 90TH ST, ELMHURST, NY 11373
718-592-4300 09 - 12

High Achievement
Math: 39 (58.7)

Enrollment: 639
LEP: 31 to 40%
50-74% Poverty
Whites: 7
African Americans: 8
Latinos: 61
Asians: 24

PS 139 THE REGO PARK
93-06 63RD DR, REGO PARK, NY 11374
718-459-1044 KG – 06

High Achievement
Math: 40 (20.3)

Enrollment: 916
LEP: 31 to 40%
50-74% Poverty
Whites: 40
African Americans: 4
Latinos: 16
Asians: 40

PS 161
330 CROWN ST, BROOKLYN, NY 11225
718-756-3100 KG - 05

High Achievement
Reading: 100 (86.1) Math: 75 (20.3)

Enrollment: 413
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 1

PS 171 PATRICK HENRY
19 EAST 103RD ST, NEW YORK, NY 10029
212-860-5801 PK – 06

High Achievement
Math: 30 (20.3)

Enrollment: 561
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 1
African Americans: 49
Latinos: 49
Asians: 1

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Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math. ( ) The number in parentheses is the state average score.

The Education Trust

New York

PS 192
4715 18TH AVE, BROOKLYN, NY 11204
718-633-3061 PK – 05

High Achievement
Math: 77 (58.5)

Enrollment: 438
LEP: 31 to 40% Title I
75-100% Poverty
Whites: 32
African Americans: 5
Latinos: 44
Asians: 19

PS 200
1940 BENSON AVE, BROOKLYN, NY 11214
718-236-5466 PK - 05

High Achievement
Math: 83 (58.5)

Enrollment: 938
LEP: 21 to 30%
50-74% Poverty
Whites: 40
African Americans: 1
Latinos: 12
Asians: 27

PS 214 CADWALLADER COLDEN
31-15 140TH ST, FLUSHING, NY 11354
718-461-4055 KG – 06

High Achievement
Math: 50 (20.3)

Enrollment: 626
LEP: 0 to 10%
50-74% Poverty
Whites: 14
African Americans: 9
Latinos: 37
Asians: 40

PS 70 INDIAN PARK ACADEMY
76 BUFFUM ST, BUFFALO, NY 14210
716-828-4800 03 – 08

High Achievement
Reading: 100 (85.6) Math: 68 (58.5)

Enrollment: 273
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 45
African Americans: 52
Latinos: 3

THE RENAISSANCE
36-41 28TH ST, LONG ISLAND CITY, NY 11106
718-937-1463 04 – 08

High Achievement
Math: 34 (58.7)

Enrollment: 135
LEP: NA
50-74% Poverty

SCHOOL 16
759 N BROADWAY, YONKERS, NY 10701
914-376-8340 KG – 06

High Achievement
Reading: 100 (86.1)

Enrollment: 372
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 21
African Americans: 42
Latinos: 32
Asians: 5

 Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

The Education Trust

New York

SYLVAN-VERONA BEACH COMMUNITY
RT 13, VERONA BEACH, NY 13162
315-762-4404 KG – 06

High Achievement
Grade: 3
Reading: 100 (85.6)

Enrollment:
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 100

THEODORE ROOSEVELT
OGDEN ST, BINGHAMTON, NY 13901
607-762-8283 PK – 05

High Achievement

Reading: 98 (85.6)

Enrollment: 438
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 62
African Americans: 25
Latinos: 7
Asians: 6

WATSON WILLIAMS ES
107 ELMWOOD PL, UTICA, NY 13501
315-792-2167 KG – 06

High Achievement
Reading: 99 (85.6)

Enrollment: 527
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 30
African Americans: 56
Latinos: 10
Asians: 4

WOODROW WILSON
287 PROSPECT ST, BINGHAMTON, NY 13905
607-763-8442 KG - 05

High Achievement
Reading: 98 (85.6)

Enrollment: 337
LEP: 11to 20% Title I
75-100% Poverty
Whites: 72
African Americans: 14
Latinos: 7
Asians: 7

CLINTON V. BUSH ELEMENTARY
150 PARDEE AVE, JAMESTOWN, NY 14701
716-483-4401 KG – 04

Most Improved
Math Year 1: 29 (45.5) Math Year 2: 79 (58.5)

Enrollment: 339
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 86
African Americans: 7
Latinos: 6
Native Americans: 1

EAST NY VOCATIONAL & TECHNOLOGY HIGH
1 WELLS ST, BROOKLYN, NY
718-647-5204 09 – 12

Most Improved
Math Year 1: 9 (52.7) Math Year 2: 18 (58.7)

Enrollment: 368
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 1
African Americans: 75
Latinos: 22
Asians: 1
Native Americans: 1

Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math. 55
( ) The number in parentheses is the state average score.

Top Performing Schools Directory

The Education Trust

New York

GOV. GEORGE CLINTON
100 MONTGOMERY ST, POUGHKEEPSIE, NY 12601
914-451-4600 PK – 05

Most Improved
Reading Year 1: 43 (79.5) Reading Year 2: 89 (85.6)

Enrollment: 365
LEP: 11to 20% Title I
75-100% Poverty
Whites: 18
African Americans: 80
Latinos: 2

LAUREL PARK ELEMENTARY
SWAN PL, BRENTWOOD, NY 11717
516-434-2464 01 - 05

Most Improved
Math Year 1: 31 (45.5) Math Year 2: 76 (58.5)

Enrollment: 448
LEP: 11to 20% Title I
50-74% Poverty
Whites: 21
African Americans: 24
Latinos: 53
Asians: 1
Native Americans: 1

LOUIS D. BRANDEIS HIGH
145 W 84TH ST, NEW YORK, NY 10024
212-799-0300 09 – 12

Most Improved
Reading Year 1: 6 (50.3) Reading Year 2: 21 (56.3)
Math Year 1: 16 (52.7) Math Year 2: 27 (58.7)

Enrollment: 838
LEP: 31 to 40% Title I
50-74% Poverty
Whites: 2
African Americans: 36
Latinos: 62

NORTH ELEMENTARY
400 WEST NORTH ST, GENEVA, NY 14456
315-781-0489 KG – 05

Most Improved
Math Year 1: 33 (45.5) Math Year 2: 72 (58.5)

Enrollment: 591
LEP: 11to 20% Title I
50-74% Poverty
Whites: 57
African Americans: 22
Latinos: 19
Asians: 2

PS 150
40-01 43D AVE, LONG ISLAND CITY, NY 11104
718-784-2252 KG – 06

Most Improved
Math Year 1: 9 (26.8) Math Year 2: 22 (20.3)

Enrollment: 894
LEP: 41 to 50% Title I
50-74% Poverty
Whites: 1
African Americans: 37
Latinos: 58
Asians: 38

PS 150 CHARLES JAMES FOX
920 E 167TH ST, BRONX, NY 10459
718-328-7729 PK – 06

Most Improved
Reading Year 1: 46 (83.7) Reading Year 2: 79 (66.1)

Enrollment: 721
LEP: 11to 20% Title I
75-100% Poverty
African Americans: 13
Latinos: 87

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 Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

The Education Trust

New York

PS 18
118 HAMPSHIRE ST, BUFFALO, NY 14213
716-888-7030 KG – 08

Most Improved
Math Year 1: 11 (45.5) Math Year 2: 49 (58.5)

Enrollment: 705
LEP: 31 to 40% Title I
75-100% Poverty
Whites: 15
African Americans: 24
Latinos: 60
Asians: 1
Native Americans: 1

PS 204
108-110 W 174TH ST, BRONX, NY 10453
718-583-6636 KG – 05

Most Improved
Reading Year 1: 34 (79.5) Reading Year 2: 81 (85.6)

Enrollment: 458
LEP: 21 to 30% Title I
75-100% Poverty
Whites:
African Americans: 32
Latinos: 68

PS 28 TRIANGLE ACADEMY

1515 SOUTH PARK AVE, BUFFALO, NY 14220
716-828-4777 03 – 08

Most Improved
Reading Year 1: 41 (79.5) Reading Year 2: 87 (85.6)

Enrollment: 474
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 40
African Americans: 51
Latinos: 8
Asians: 1
Native Americans: 1

PS 72 LORRAINE ACADEMY

71 LORRAINE AVE, BUFFALO, NY 14220
716-828-4809 05 - 08

Most Improved
Reading Year 1: 45 (83.7) Reading Year 2: 95 (86.1)

Enrollment: 300
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 48
African Americans: 50
Latinos: 1
Native Americans: 1

SCHOOL 16
759 N BROADWAY, YONKERS, NY 10701
914-376-8340 Grade: 3

Most Improved
Reading Year 1: 42 (79.5) Reading Year 2: 84 (85.6)

Enrollment: 372
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 21
African Americans: 42
Latinos: 32
Asians: 5

Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math. 57
( ) The number in parentheses is the state average score.

North Carolina

Assessment: North Carolina End of Course Test
Proficient: Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

NANTAHALA SCHOOL
STAR RT BOX 307, TOPTON, NC 28781
704-321-4388 KG - 12

High Achievement
Reading: 82.5 Math: 81.0

Enrollment: 116
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 100

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 Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

The Education Trust

North Dakota

Assessment: Comprehensive Test of Basic Skills Version 4.
Proficient: National percentile, no definition of proficient.

BEACH HIGH
PO BOX 368, BEACH, ND 58621
701-872-4161 Grade: 08

High Achievement
Reading: 57.61 (58.5) Math: 61.52 (58.14)

Most Improved
Reading Year 1: 57.55 Reading Year 2: 61.52 (58.5)
Math Year 1: 55.86 Math Year 2: 57.61 (58.14)

Enrollment: 277
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 96
African Americans: 1
Native Americans: 3

BEACH HIGH
PO BOX 368, BEACH, ND 58621
701-872-4161 Grade: 11

High Achievement
Reading: 54.84 (54.77) Math: 60.27 (59.18)

Most Improved
Math Year 1: 57.39 Math Year 2: 60.27 (59.18)

Enrollment: 277
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 96
African Americans: 1
Native Americans: 3

BUTTE ELEMENTARY
PO BOX 287, BUTTE, ND 58723
701-626-7118 Grade: 03

High Achievement
Math: 80.25 (58.6)

Most Improved
Reading Year 1: 58.33 Reading Year 2: 59.25 (58.38)
Math Year 1: 71 Math Year 2: 80.25 (58.6)

Enrollment: 39
LEP: 0 to 10% Title I
50-74% Poverty

FLASHER ELEMENTARY
PO BOX 267, FLASHER, ND 58535
701-597-3355 Grade: 3

High Achievement
Math: 60.81 (58.6)

Most Improve
Math Year 1: 56.84 (58.6) Math Year 2: 60.81 (58.60)

Enrollment: 146
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 94
Native Americans: 6

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Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math. ( ) The number in parentheses is the state average score.

The Education Trust

North Dakota

FRANKLIN ELEMENTARY
PO BOX 269, JAMESTOWN, ND 58401
701-252-0558 KG – 06

High Achievement
Reading: 63.25 (58.38)

Most Improve
Math Year 1: 57.43 Math Year 2: 60.16 (58.6)
Reading Year 1: 57.75 Reading Year 2: 63.25 (58.38)

Enrollment: 134
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 90
Latinos: 4
Native Americans: 6

HALLIDAY HIGH
PO BOX 188, HALLIDAY, ND 58636
701-938-4391 08

High Achievement
Reading: 59.55 (58.5)

Most Improve
Math Year 1: 54 Math Year 2: 59.55 (58.14)

Enrollment: 67
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 75
Native Americans: 25

HEBRON ELEMENTARY
PO BOX Q, HEBRON, ND 58638
701-878-4442 Grade: 03

High Achievement
Reading: 62.72 (58.38) Math: 61.36 (58.6)

Most Improve
Math Year 1: 58.37 Math Year 2: 61.36 (58.6)
(58.5)

Enrollment: 124
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 99
Native Americans: 1

REEDER ELEMENTARY
PO BOX 248, REEDER, ND 85649
701-853-2311 Grade: 8

High Achievement
Reading: 60.75 (58.5) Math: 70.5 (58.14)

Most Improve
Reading Year 1: 67.28 (58.5) Reading Year 2: 70.5

Enrollment: 51
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 82
Native Americans: 18

 Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

The Education Trust

North Dakota

ROOSEVELT HIGH
PO BOX 197, CARSON, ND 58529
701-622-3263 08

High Achievement
Reading: 70.44 (58.5) Math: 68.77 (58.14)

Most Improved
Reading Year 1: 67 Reading Year 2: 68.77 (58.5)
Math Year 1: 64 Math Year 2: 70.44 (58.14)

Enrollment: 75
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 92
Asians: 1
Native Americans: 7

ROOSEVELT HIGH
PO BOX 197, CARSON, ND 58529
701-622-3263 Grade: 11

High Achievement
Reading: 59 (54.77) Math: 70.28 (59.18)

Most Improved
Reading Year 1: 57.46 Reading Year 2: 59 (54.77)
Math Year 1: 61.53 Math Year 2: 70.28 (59.18)

Enrollment: 75
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 92
Asians: 1
Native Americans: 7

WOLFORD ELEMENTARY
PO BOX 478, WOLFORD, ND 58385
701-583-2387 PK – 06

High Achievement
Reading: 75.80 (58.38) Math: 80 (58.6)

Most Improve
Reading Year 1: 66.2 Reading Year 2: 75.8 (58.38)
Math Year 1: 73.4 Reading Year 2: 80.0 (58.6)

Enrollment: 35
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 100

HALLIDAY HIGH
PO BOX 188, HALLIDAY, ND 58636
701-938-4391 11

High Achievement
Reading: 58.15 (54.77)

Enrollment: 67
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 75
Native Americans: 25

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Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math. ( ) The number in parentheses is the state average score.

The Education Trust

North Dakota

LAKE AGASSIZ ELEMENTARY
605 STANFORD, GRAND FORKS, ND 58203
701-746-2275 Grade: 03

High Achievement
Reading: 51.28 (58.38)

Enrollment: 458
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 69
African Americans: 6
Latinos: 3
Asians: 2
Native Americans: 20

ELGIN HIGH
PO BOX 70, ELGIN, ND 58533
701-584-2374 Grade: 11

Most Improved
Math Year 1: 54.37 Math Year 2: 57.56 (59.18)

Enrollment: 122
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 94
Asians: 1
Native Americans: 5

FLASHER ELEMENTARY
PO BOX 267, FLASHER, ND 58535
701-597-3355 Grade: 08

Most Improved
Reading Year 1: 57.56 Reading Year 2: 58.50 (58.5)

Enrollment: 146
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 94
Native Americans: 6

MONTPELIER HIGH
PO BOX 10, MONTPELIER, ND 58472
701-489-3348 07 - 12

Most Improved
Reading Year 1: 40.41 Reading Year 2: 54.92 (58.5)
Math Year 1: 50.46 Math Year 2: 54.07 (58.14)

Enrollment: 72
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 100

ROLETTE HIGH
PO BOX 97, ROLETTE, ND 58366
701-246-3596 07 - 12

Most Improved
Grade: 11
Reading Year 1: 51.68 Reading Year 2: 53 (54.77)

Enrollment: 123
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 74
African Americans: 1
Native Americans: 25

Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

The Education Trust

Oklahoma

Assessment: Oklahoma Core Curriculum Tests.
Proficient: Satisfactory: Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.

CALVIN ELEMENTARY

P O BOX 127, CALVIN, OK 74531
405-645-2411 Grade: 05

High Achievement
Reading: 92 (77)

Most Improved
Grade: 5
Reading Year 1: 67 Reading Year 2: 92

Enrollment: 141
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 90
Native Americans: 10

LEACH ELEMENTARY

P O BOX 211, TWIN OAKS, OK 74368
918-868-2277 Grade: 08

High Achievement
Reading: 86 (72) Math: 83 (72)

Enrollment: 116
LEP: 50% or more Title I
75-100% Poverty
Whites: 10
Native Americans: 90

WAPANUCKA ELEMENTARY

P O BOX 188, WAPANUCKA, OK 73461
405-937-4288 KG - 08

High Achievement
Reading: 92 (72)

Most Improved
Reading Year 1: 67 Reading Year 2: 92

Enrollment: 139
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 53
African Americans: 1
Latinos: 6
Asians: 3
Native Americans: 37

BRUSHY ELEMENTARY

RT 3 BOX 231-8, SALLISAW, OK 74955
918-775-4458 PK - 08

High Achievement
Math: 100 (72)

Enrollment: 218
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 56
Latinos: 3
Native Americans: 41

Oklahoma

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Legend: The Education Trust Logo denotes schools that have ex[illegible] their state's average score in reading and/or math. ( ) The number in parentheses is the state average score.

The Education Trust

CANEY ELEMENTARY
P O BOX 60, CANEY, OK 74533
405-889-6608 KG - 08

High Achievement
Math: 100 (80)

Enrollment: 247
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 90
Native Americans: 10

CANUTE ELEMENTARY
P O BOX 490, CANUTE, OK 73626
405-472-3922 KG - 08

High Achievement
Reading: 93 (72) Math: 93 (72)

Enrollment: 150
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 98
Native Americans: 2

CHEYENNE ELEMENTARY
P O BOX 650, CHEYENNE, OK 73628
405-497-3371 KG - 08

High Achievement
Math: 93 (72)

Enrollment: 200
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 98
Latinos: 1
Native Americans: 1

FELT ELEMENTARY
P O BOX 47, FELT, OK 73937
405-426-2220 KG - 08

High Achievement
Reading: 88 (72) Math: 100 (72)

Enrollment: 47
LEP: 11to 20% Title I
75-100% Poverty
Whites: 75
Latinos: 25

HAYWOOD ELEMENTARY
HCR 75 BOX 3, MCALESTER, OK 74501
918-423-6265 KG - 08

High Achievement
Math: 100 (72)

Enrollment: 148
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 70
Native Americans: 30

HOMER ELEMENTARY
P O BOX 2509, ADA, OK 74820
405-332-4303 PK - 05

High Achievement
Math: 93 (80)

Enrollment: 554
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 53
African Americans: 1
Asians: Asians: 1
Native Americans: 45

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 Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

The Education Trust

Oklahoma

JACKSON ELEMENTARY
2201 N LINDY, LAWTON, OK 73502
405-353-7890 PK - 06

High Achievement
Reading: 100 (77)

Enrollment: 223
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 53
African Americans: 32
Latinos: 8
Asians: 1
Native Americans: 5

KEYES ELEMENTARY
P O BOX 47, KEYES, OK 73947
405-546-7686 KG - 08

High Achievement
Reading: 100 (77) Math: 100 (80)

Enrollment: 96
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 98
Latinos: 2

LANE ELEMENTARY
P O BOX 39, LANE, OK 74555
405-889-2743 Grade: 08

High Achievement
Reading: 100 (77)

Enrollment: 166
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 35
African Americans: 2
Latinos: 2
Asians: 1
Native Americans: 60

LANE ELEMENTARY
P O BOX 39, LANE, OK 74555
405-889-2743 KG - 08

High Achievement
Reading: 92 (72) Math: 100 (72)

Enrollment: 166
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 35
African Americans: 2
Latinos: 2
Asians: 1
Native Americans: 60

LOST CITY ELEMENTARY
P O BOX 138, HULBERT, OK 74444
918-772-2538 Grade: 08

High Achievement
Reading: 92 (72) Math: 100 (72)

Enrollment: 151
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 40
Native Americans: 60

MULHALL-ORLANDO ELEMENTARY
P O BOX 8, ORLANDO, OK 73073
405-649-2228 Grade: 08

High Achievement
Reading: 100 (77) Math: 100 (80)

Enrollment: 166
LEP: 0 to 10% Title I
50-74% Poverty

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Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

The Education Trust

Oklahoma

MULHALL-ORLANDO ELEMENTARY
P O BOX 8, ORLANDO, OK 73073
405-649-2228 KG - 08

High Achievement
Math: 93 (72)

Enrollment: 166
LEP: 0 to 10% Title I
50-74% Poverty

PIERCE ELEMENTARY
2701 S TULSA, OKLA CITY, OK 73108
405-685-1988 PK - 05

High Achievement
Reading: 86 (77) Math: 93 (80)

Enrollment: 265
LEP: 21 to 30% Title I
75-100% Poverty
Whites: 50
African Americans: 5
Latinos: 40
Native Americans: 5

SUNNYSIDE ELEMENTARY
ROUTE 4 BOX 1050, CUSHING, OK 74023
918-225-1635 01 - 05

High Achievement
Reading: 95 (77)

Enrollment: 198
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 85
African Americans: 5
Native Americans: 10

TENKILLER ELEMENTARY
RURAL ROUTE 1 BOX 750, WELLING, OK 74471
918-457-5996 KG - 08

High Achievement
Reading: 85 (72)

Enrollment: 196
LEP: 31 to 40% Title I
75-100% Poverty
Whites: 16
Native Americans: 84

WHITEFIELD ELEMENTARY
P O BOX 178, WHITEFIELD, OK 74472
918-967-8572 KG - 08

High Achievement
Math: 100 (80)

Enrollment: 77
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 80
Native Americans: 20

AGRA ELEMENTARY
P O BOX 279, AGRA, OK 74824
918-375-2261 PK - 08

Most Improved
Reading Year 1: 50 Reading Year 2: 83
Math Year 1: 50 Math Year 2: 83

Enrollment: 214
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 100
Native Americans:

 Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

The Education Trust

Oklahoma

BOWLEGS ELEMENTARY
P O BOX 88, BOWLEGS, OK 74830
405-398-4321 KG - 08

Most Improved
Reading Year 1: 50 Reading Year 2: 86

Enrollment: 231
LEP: 0 to 10%
Title I
75-100% Poverty
Whites: 58
African Americans: 2
Native Americans: 40

COLBERT EAST WARD ELEMENTARY
P O BOX 310, COLBERT, OK 74733
405-296-2198 04 - 06

Most Improved
Reading Year 1: 51 Reading Year 2: 79

Enrollment: 179
LEP: 0 to 10%
Title I
50-74% Poverty
Whites: 59
African Americans: 5
Latinos: 6
Native Americans: 30

FLETCHER ELEMENTARY
P O BOX 489, FLETCHER, OK 73541
405-549-6020 KG - 06

Most Improved
Reading Year 1: 68 Reading Year 2: 92

Enrollment: 263
LEP: 0 to 10%
Title I
50-74% Poverty
Whites: 86
African Americans: 1
Latinos: 2
Asians: 1
Native Americans: 10

GARFIELD ELEMENTARY
601 S 7TH ST, PONCA CITY, OK 74601
405-767-8030 01 - 06

Most Improved
Reading Year 1: 31 Reading Year 2: 77
Math Year 1: 46 Math Year 2: 76

Enrollment: 286
LEP: 0 to 10%
Title I
75-100% Poverty
Whites: 60
African Americans: 13
Latinos: 6
Asians: 1
Native Americans: 20

OKLAHOMA UNION ELEMENTARY
RT 1 BOX 377-7, S COFFEYVILL, OK 74072
918-251-6552 KG - 06

Most Improved
Math Year 1: 62 Math Year 2: 89

Enrollment: 223
LEP: 0 to 10%
Title I
50-74% Poverty
Whites: 96
African Americans: 1
Native Americans: 3

PICHER-CARDIN ELEMENTARY
P O BOX 280, PICHER, OK 74360
918-673-1783 KG - 06

Most Improved
Math Year 1: 55 Math Year 2: 82

Enrollment: 245
LEP: 0 to 10%
Title I
75-100% Poverty
Whites: 80
African Americans: 1
Asians: 1
Native Americans: 19

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Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math. 67
( ) The number in parentheses is the state average score.

Oklahoma

PRESTON ELEMENTARY
P O BOX 418, PRESTON, OK 74456
918-756-8470 KG - 08

Most Improved
Math Year 1: 62 Math Year 2: 88

Enrollment: 260
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 65
African Americans: 20
Native Americans: 15

ROOSEVELT ELEMENTARY
1502 SW "I" AVE, LAWTON, OK 73501
405-355-0199 PK - 06

Most Improved
Reading Year 1: 42 Reading Year 2: 67

Enrollment: 193
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 30
African Americans: 38
Latinos: 14
Asians: 1
Native Americans: 16

 Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

Top Performing Schools Directory

The Education Trust

Rhode Island

Assessment: Grade 4 & 8 RI Math Performance Assessment Program, Rhode Island New Standards Reference Exam, Metropolitan Achievement Test, Grade 10 Reading.

Proficient: Proficient/Achieved Standard: At this level, students demonstrate the ability to apply concepts and processes effectively and accurately. Students communicate ideas in clear and effective ways.

CARL G. LAURO
99 KENYON STREET, PROVIDENCE, RI 2903
401-456-9391 KG - 06

High Achievement
Reading: 15 (71) Math: 1 (20)

Enrollment: 975
LEP: 41 to 50% Title I
75-100% Poverty
Whites: 9
African Americans: 26
Latinos: 62
Asians: 12
Native Americans: 1

CENTRAL FALLS JUNIOR-SENIOR HIGH
24 SUMMER STREET, CENTRAL FALLS, RI 2863
401-727-7710 Grade: 08

High Achievement
Reading: 27 (69) Math: 30 (60)

Enrollment: 54
LEP: 21 to 30% Title I
75-100% Poverty
Whites: 12
African Americans: 3
Latinos: 85

CENTRAL FALLS JUNIOR-SENIOR HIGH
24 SUMMER STREET, CENTRAL FALLS, RI 2863
401-727-7710 07 - 12

High Achievement
Grade: 10
Reading: 26 (64) Math: 38 (66)

Enrollment: 54
LEP: 21 to 30% Title I
75-100% Poverty
Whites: 12
African Americans: 3
Latinos: 85

CUNNINGHAM
40 BALDWIN STREET, PAWTUCKET, RI 2860
401-729-6262 KG - 06

High Achievement

Reading: 35 (71)

Enrollment: 662
LEP: 11to 20% Title I
75-100% Poverty
Whites: 27
African Americans: 35
Latinos: 36
Asians: 1
Native Americans: 2

NATHANAEL GREENE MIDDLE
721 CHALKSTONE AVENUE, PROVIDENCE, RI 2908
401-456-9347 06 - 08

High Achievement
Reading: 49 (64) Math: 39 (60)

Enrollment: 812
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 35
Native Americans: 1

ROBERT F. KENNEDY
195 NELSON STREET, PROVIDENCE, RI 2908
401-456-9403 01 - 06

High Achievement
Math: 13

Enrollment: 595
LEP: 50% or more Title I
75-100% Poverty
Whites: 11
African Americans: 22
Latinos: 12
Asians: 55

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Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math. ( ) The number in parentheses is the state average score.

The Education Trust

Rhode Island

ROGERS HIGH
WICKHAM ROAD, NEWPORT, RI 2840
401-849-3608 09 - 12

High Achievement
Reading: 63 (64)

Enrollment: 915
LEP: 0 to 10%
75-100% Poverty
Whites: 78
African Americans: 14
Latinos: 5
Asians: 2
Native Americans: 1

WOONSOCKET HIGH
777 CASS AVENUE, WOONSOCKET, RI 2895
401-767-4662 09 - 12

High Achievement
Reading: 52 (64) Math: 54 (66)

Enrollment: 580
LEP: 0 to 10%
75-100% Poverty
Whites: 72
African Americans: 6
Latinos: 11
Asians: 10
Native Americans: 1

WOONSOCKET MIDDLE
357 PARK PLACE, WOONSOCKET, RI 2895
401-767-4600 06 - 08

High Achievement
Reading: 47 (60) Math: 42 (60)

Enrollment: 454
LEP: 0 to 10%
75-100% Poverty

Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

Tennessee

Assessment: Tennessee Comprehensive Achievement Program. New assessment in 1997-98.
Proficient: No information available.

BRICEVILLE ELEMENTARY
103 SLATE STONE ROAD, BRICEVILLE, TN 37710
615-426-2289 KG - 05

High Achievement:
Reading: 56 (55) Math: 61 (57)

Enrollment: 159
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 100

ELK VALLEY ELEMENTARY
ROUTE 2, PIONEER, TN 37847
615-784-6866 KG - 08

High Achievement:
Reading: 56 (55) Math: 65 (57)

Enrollment: 94
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 100

WESTWOOD ELEMENTARY
912 OAKDALE STREET, MANCHESTER, TN 37355
615-728-3412 PK - 06

High Achievement:
Reading: 63 (55) Math: 66 (57)

Enrollment: 372
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 90
African Americans: 3
Latinos: 5
Asians: 2

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Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

The Education Trust

Texas

Assessment: Reading – TLI score of 70 and above
Proficient: Math – TLI score of 70 and above

TERRELL WELLS MIDDLE
422 W HUTCHINS, SAN ANTONIO, TX 78221
210-922-6325 Grade: 8

High Achievement
Reading: 89.9 (84)

Most Improved
Reading Year 1: 49.2 (75) Reading Year 2: 89.9 (84)
Math Year 1: 19.1 (56) Math Year 2: 76.2 (76)

Enrollment: 886
LEP: 0 to 10 Title I
75-100 Poverty
Whites: 9
Latinos: 91

BLAKEMORE MIDDLE
P O BOX 219, BOYS RANCH, TX 79010
806-534-2221 Grade: 8

High Achievement
Reading: 96.8 (84) Math: 87.1 (76)

Enrollment: 137
LEP: 0 to 10 Title I
75-100 Poverty

POST MIDDLE
405 W 8TH, POST, TX 79356
806-495-2874 Grade: 08

High Achievement
Math: 96.9 (76)

Enrollment: 228
LEP: 0 to 10 Title I
50-74 Poverty
Whites: 44
African Americans: 9
Latinos: 46
Asians: 1

RUSK MIDDLE
2929 INWOOD RD, DALLAS, TX 75235
214-904-1050 Grade: 08

High Achievement
Reading: 97.4 (84)

Enrollment: 610
LEP: 41 to 50 Title I
75-100 Poverty
Whites: 2
African Americans: 15
Latinos: 76
Asians: 6
Native Americans: 1

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 Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

The Education Trust

Texas

THE TEACHER ACADEMY
510 S SUGAR RD, EDINBURG, TX 78539
210-383-1684 Grade: 10

High Achievement
Reading: 97.7 (86) Math: 89.7 (73)

Enrollment: 178
LEP: 0 to 10 Title I
50-74 Poverty
Whites: 21
Latinos: 77
Asians: 2

ANSON JONES MIDDLE
1256 PINN RD, SAN ANTONIO, TX 78227
210-678-2100 Grade: 8

Most Improved
Reading Year 1: 58.9 (75) Math: 87 (84)

Enrollment: 240
LEP: 0 to 10 Title I
75-100 Poverty
Whites: 13
African Americans: 6
Latinos: 80
Asians: 1

ARANSAS PASS MIDDLE
450 SOUTH AVENUE A, ARANSAS PASS, TX 78336
512-758-3248 09 - 12

High Achievement
Reading: 86 (73)

Enrollment: 7
LEP: NA Title I
50-74 Poverty
Whites: 51
African Americans: 4
Latinos: 43
Asians: 1
Native Americans: 1

ATTUCKS MIDDLE
4330 BELLFORT BLVD, HOUSTON, TX 77051
713-733-9253 06 - 08

Most Improved
Reading Year 1: 41.1 (75) Reading Year 2: 70.8 (84)

Enrollment: 533
LEP: 11to 20 Title I
50-74 Poverty
Whites: 1
African Americans: 86
Latinos: 13
Asians: 1

J K HILEMAN EL
P O BOX 128, QUEEN CITY, TX 75572
903-796-6304 Grade: 4

Most Improved
Math Year 1: 41.2 (70) Math Year 2: 96.7 (82)

Enrollment: 486
LEP: 0 to 10 Title I
50-74 Poverty
Whites: 60
African Americans: 40

KEY MIDDLE
4000 KELLEY ST, HOUSTON, TX 77026
713-635-2353 Grade: 8

Most Improved
Reading Year 1: 47.2 (75) Reading Year 2: 81.5 (84)
Math Year 1: 23.6 (56) Math Year 2: 75.9 (76)

Enrollment: 919
LEP: 0 to 10 Title I
50-74 Poverty
Whites: 2
African Americans: 68
Latinos: 30

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Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math. ( ) The number in parentheses is the state average score.

The Education Trust

Texas

PROGRESO MIDDLE
P O BOX 613, PROGRESO, TX 78579
210-565-6539 Grade: 08

Most Improved
Math Year 1: 23.5 (56) Math Year 2: 74.3 (76)

Enrollment: 433
LEP: 31 to 40 Title I
75-100 Poverty
Latinos: 100

RAYBURN MIDDLE
1400 CEDARHURST, SAN ANTONIO, TX 78227
210-678-2150 Grade: 08

Most Improved
Math Year 1: 31.1 (56) Math Year 2: 77.6 (76)

Enrollment: 808
LEP: 0 to 10 Title I
50-74 Poverty
Whites: 21
African Americans: 5
Latinos: 73

YSLETA MIDDLE
8691 INDEPENDENCE DR, EL PASO, TX 79907
915-859-1613 06 - 08

Most Improved
Math Year 1: 33.8 (56) Math Year 2: 76.9 (76)

Enrollment: 569
LEP: 31 to 40 Title I
75-100 Poverty
Latinos: 100

AIRPORT ELEMENTARY
410 N AIRPORT DR, WESLACO, TX 78596
210-969-6770 KG - 04

High Achievement
Reading: 100 (83) Math: 100 (82)

Enrollment: 12
LEP: 31 to 40 Title I
75-100 Poverty
Whites: 1
Latinos: 99

Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

The Education Trust

Virginia

Assessment: National percentile
Proficient: levels available in 1997-98

DRYDEN PRIMARY
PO BOX 89, DRYDEN, VA 24243
703-346-4443 KG - 04

High Achievement
Reading: 54 (58) **Math: 61 (58)**

Grade: 3
Enrollment: 449
LEP: 0 to 10 Title I
75-100 Poverty
Whites: 97
African Americans: 2
Asians: 1

FRANCIS SCOTT KEY ELEMENTARY
2300 KEY BLVD, ARLINGTON, VA 22201
703-358-4210 KG - 05

High Achievement
Reading: 79 (58) Math: 78 (58)

Grade: 3
Enrollment: 636
LEP: 50 or more Title I
50-74 Poverty
Whites: 30
African Americans: 15
Latinos: 43
Asians: 10
Native Americans: 2

FRANCIS SCOTT KEY ELEMENTARY
2300 KEY BLVD, ARLINGTON, VA 22201
703-358-4210 KG - 05

High Achievement
Reading: 71 (62) Math: 72 (62)

Grade: 5
Enrollment: 636
LEP: 50 or more Title I
50-74 Poverty
Whites: 30
African Americans: 15
Latinos: 43
Asians: 10
Native Americans: 2

IVOR ELEMENTARY
PO BOX 169, IVOR, VA 23866
804-859-6539 KG - 05

High Achievement
Reading: 64 (62) Math: 67 (62)

Enrollment: 163
LEP: 0 to 10 Title I
50-74 Poverty
Whites: 55
African Americans: 43
Latinos: 2

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Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

The Education Trust

Virginia

LONG BRANCH ELEMENTARY
33 N FILLMORE ST, ARLINGTON, VA 22201
703-358-4220 KG - 05

High Achievement
Reading: 67 (62) Math: 70 (62)

Grade: 5
Enrollment: 478
LEP: 41 to 50 Title I
50-74 Poverty
Whites: 41
African Americans: 17
Latinos: 32
Asians: 10

VIRGINIA MIDDLE
501 PIEDMONT ST, BRISTOL, VA 24201
703-669-2042 07 - 08

High Achievement
Reading: 65 (57) Math: 54 (57)

Grade: 8
Enrollment: 410
LEP: 0 to 10
50-74 Poverty
Whites: 92
African Americans: 7
Latinos: 1
Asians: 1

WESTHAVEN ELEMENTARY
3701 CLIFFORD ST, PORTSMOUTH, VA 23707
804-393-8855 KG - 04

High Achievement
Reading: 66 (58) Math:65 (58)

Grade: 3
Enrollment: 632
LEP: 0 to 10 Title I
50-74 Poverty
Whites: 55
African Americans: 42
Asians: 2
Native Americans: 1

WILLARD MODEL ELEMENTARY
1511 WILLOW WOOD DR, NORFOLK, VA 23509
804-441-2891 KG - 05

High Achievement
Reading: 67 (62) Math:70 (62)

Grade: 5
Enrollment: 565
LEP: 0 to 10
50-74 Poverty
Whites: 40
African Americans: 55
Asians: 4
Native Americans: 1

 Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
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The Education Trust

Washington

Assessment: Comprehensive Test of Basic Skills version 4
Proficient: Reduction in the percent of students scoring in the bottom quarter over time.

CURLEW
2193 CURLEW SCHOOL RD, CURLEW, WA 99118
509-779-4931 Grade: 08

High Achievement
Math: 23 (23.2)

Most Improved
Reading Year 1: 39 Reading Year 2: 23

Enrollment: 359
LEP: 0-10%
50-74% Poverty
Whites: 85
African Americans: 1
Latinos: 4
Asians: 4
Native Americans: 6

GRANT
1018 NO. PROSPECT, TACOMA, WA 98406
206-596-1402 Grade: 04

High Achievement
Math: 6 (28.1)

Most Improved
Math Year 1: 41 Math Year 2: 6

Enrollment: 342
LEP: 11-20%
75-100% Poverty

WHITSTRAN ELEMENTARY
ROUTE 2 BOX 2197, PROSSER, WA 99350
509-973-2345 Grade: 4

High Achievement
Reading: 23 (23.5)

Most Improved
Reading Year 1: 49 Reading Year 2: 23

Enrollment: 278
LEP: 41-50%
75-100% Poverty
Whites: 38
Latinos: 60
Asians: 2

AUDUBON ELEMENTARY
W 2020 CARLISLE AVE., SPOKANE, WA 99205
509-353-5234 PK - 06

High Achievement
Reading: 27 (23.5) **Math: 22 (28.1)**

Enrollment: 607
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 85
African Americans: 4
Latinos: 4
Asians: 2
Native Americans: 5

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Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

The Education Trust

Washington

BEMISS
EAST 2323 BRIDGEPORT A, SPOKANE, WA 99207
509-353-4476 Grade: 4

High Achievement
Math: 26 (28.1)

Enrollment: 601
LEP: 11-20%
75-100% Poverty
Whites: 76
African Americans: 3
Asians: 1
Other: 20

CUSICK
PO BOX 270, CUSICK, WA 99119
509-445-1125 Grade: 08

High Achievement
Reading: 19 (20.2) Math: 10 (23.2)

Enrollment: 70
LEP: 0-10%
50-74% Poverty
Whites: 77
Asian: 2
Native Americans: 21

LAKE STICKNEY ELEMENTARY
1625 MADISON WAY, LYNNWOOD, WA 98037
206-356-1303 KG - 05

High Achievement
Reading: 11 (23.5)

Enrollment: 515
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 76
African Americans: 7
Latinos: 10
Asians: 6
Native Americans: 1

LONGFELLOW
301 N 10TH AVENUE, PASCO, WA 99301
509-547-2429 Grade: 04

High Achievement
Reading: 25 (28.1)

Enrollment: 454

75-100% Poverty
Whites: 22
Latinos: 78

STEVENS
1242 18 AV E, SEATTLE, WA 98112
206-281-6760 Grade: 04

High Achievement
Reading: 13 (23.5)

Enrollment: 274
LEP: 11 to 20% Title I
50-74% Poverty
Whites: 51
African Americans: 20
Latinos: 10
Asians: 18
Native Americans: 1

ALDERWOOD
3400 HOLLYWOOD AVENUE, BELLINGHAM, WA 98225
206-676-6404 Grade: 04

Most Improved
Math Year 1: 71 Math Year 2: 35

Enrollment: 301
LEP: 11-20%
50-74% Poverty
Whites: 72
African Americans: 1
Latinos: 9
Asians: 12
Native Americans: 6

 Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

The Education Trust

Washington

SARAH J. ANDERSON
2215 NE 104 STREET, VANCOUVER, WA 98686
206-696-7231 Grade: 04

Most Improved
Math Year 1: 45 Math Year 2: 19

Enrollment: 575
LEP: 21-30%
50-74% Poverty
Whites: 73
African Americans: 7
Latinos: 18
Asians: 1
Native Americans: 1

CENTRAL
311 3RD STREET, HOQUIAM, WA 98550
206-533-1151 Grade: 4

Most Improved
Reading Year 1: 42 Reading Year 2: 16

Enrollment: 363
LEP: 0-10%
75-100% Poverty
Whites: 76
African Americans: 1
Latinos: 10
Asians: 1
Native Americans: 12

GRANTHAM
1253 POPLAR, CLARKSTON, WA 99403
509-758-2503 Grade: 04

Most Improved
Math Year 1: 51 Math Year 2: 29

Enrollment: 387
LEP: 0-10%
75-100% Poverty
Whites: 100
African Americans: 5
Latinos: 5
Native Americans: 10

HOUGH
1900 DANIEL STREET, VANCOUVER, WA 98660
206-696-7275 Grade: 04

Most Improved
Math Year 1: 57 Math Year 2: 24

Enrollment: 406
LEP: 0-10%
50-74% Poverty
Whites: 77
African Americans: 6
Latinos: 11
Asians: 2
Native American: 4

NEAH BAY
PO BOX 86, NEAH BAY, WA 98357
206-645-2221 Grade: 08

Most Improved
Math Year 1: 75 Math Year 2: 31

Enrollment: 326
LEP: 0-10%
50-74% Poverty
Whites: 4
African Americans: 1
Latinos: 1
Native Americans: 94

KITSAP LAKE
111 CARR BLVD, BREMERTON, WA 98312
206-478-5100 Grade: 04

Most Improved
Math Year 1: 59 Math Year 2: 29

Enrollment: 112
LEP: 0-10%
50-74% Poverty

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Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
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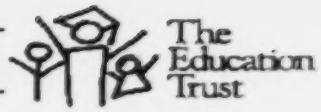

Washington

PRESCOTT
P.O BOX 65, PRESCOTT, WA 99348
509-849-2215 Grade: 08

Most Improved
Math Year 1: 32 Math Year 2: 90

Enrollment: 128
LEP: 41-50%
50-74% Poverty
Whites: 48
Latinos: 52

 Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math
( ) The number in parentheses is the state average score.

The Education Trust

West Virginia

Assessment: Stanford Achievement Test Version 9
Proficient: National percentile; no levels

BRAXTON COUNTY HIGH
200 JERRY BURTON DRIVE, SUTTON, WV 26601
304-765-7331 09 - 12

High Achievement
Reading: 61 (59)

Most Improved
Grade: 11
Reading Year 1: 53 Reading Year 2: 61
Math Year 1: 41 Math Year 2: 56

Enrollment: 746
LEP: 0 to 10%
Title I
50-74% Poverty
Whites: 99
African Americans: 1

BRAXTON COUNTY MIDDLE
100 CARTER BRAXTON DRI, SUTTON, WV 26601
304-765-2644 05 - 08

High Achievement
Reading: 66 (61)

Most Improved
Reading Year 1: 57 Reading Year 2: 66

Enrollment: 789
LEP: 0 to 10%
Title I
50-74% Poverty
Whites: 99
African Americans: 1

CAMERON ELEMENTARY
5 CHURCH STREET, CAMERON, WV 26033
304-686-3305 KG - 06

High Achievement
Reading: 71 (61) Math: 93 (70)

Most Improved
Reading Year 1: 58 Reading Year 2: 71
Math Year 1: 80 Math Year 2: 93

Enrollment: 398
LEP: 0 to 10%
Title I
50-74% Poverty
Whites: 99
African Americans: 1

CONFIDENCE ELEMENTARY
STAR ROUTE BOX 163, RED HOUSE, WV 25168
304-586-2041 KG - 05

High Achievement
Reading: 74 (57)

Most Improved
Reading Year 1: 66 Reading Year 2: 74

Enrollment: 118
LEP: 0 to 10%
Title I
50-74% Poverty
Whites: 100

COTTAGEVILLE ELEMENTARY
SCHOOL STREET, COTTAGEVILLE, WV 25239
304-372-7330 PK - 05

High Achievement
Reading: 76 (57) Math: 80 (66)

Most Improved
Reading Year 1: 35 Reading Year 2: 76
Math Year 1: 65 Math Year 2: 80

Enrollment: 152
LEP: 0 to 10%
Title I
50-74% Poverty
Whites: 100

DANESE ELEMENTARY
BOX 69, DANESE, WV 25831
304-438-6827 KG - 05

High Achievement
Reading: 62 (57)

Most Improved
Reading Year 1: 53 Reading Year 2: 62

Enrollment: 120
LEP: 0 to 10%
Title I
75-100% Poverty
Whites: 100

Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

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The Education Trust

West Virginia

HACKER VALLEY ELEMENTARY
P.O. BOX 69, HACKER VALLEY, WV 26222
304-493-6488 Grade: 6

High Achievement
Reading: 65 (61) Math: 81 (70)

Most Improved
Reading Year 1: 57 Reading Year 2: 65
Math Year 1: 66 Math Year 2: 91

Enrollment: 94
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 100

LITTLE BIRCH ELEMENTARY
GENERAL DELIVERY, LITTLE BIRCH, WV 26629
304-765-2042 PK - 04

High Achievement
Reading: 71 (57) Math: 76 (64)

Most Improved

Math Year 1: 53 Math Year 2: 76

Enrollment: 131
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 100

LOST CREEK ELEMENTARY
PO BOX 128, LOST CREEK, WV 26385
304-745-3531 PK – 06

High Achievement
Reading: 58 (61) **Math: 70 (70)**

Most Improved
Grade: 6
Reading Year 1: 50 Reading Year 2: 58

Enrollment: 199
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 99
African Americans: 1

MIDLAND TRAIL ELEMENTARY
200 FERRY STREET, DIAMOND, WV 25015
304-949-1823 KG - 06

High Achievement
Reading: 67 (57) Math: 79 (66)

Most Improved
Reading Year 1: 52 Reading Year 2: 67
Math Year 1: 57 Math Year 2: 79

Enrollment: 161
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 99
African Americans: 1

OAKWOOD ELEMENTARY
909 OAKHURST DRIVE, CHARLESTON, WV 25314
304-348-6696 KG – 06

High Achievement
Grade: 6
Reading: 56 (61)

Most Improved
Grade: 6
Reading Year 1: 50 Reading Year 2: 56

Enrollment: 139
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 75
African Americans: 14
Asians: 1

SOPHIA ELEMENTARY
BOX 487, SOPHIA, WV 25921
304-683-4541 KG - 06

High Achievement
Grade: 6
Reading: 56 (61) **Math: 81 (70)**

Most Improved
Grade: 6
Math Year 1: 72 Math Year 2: 81

Enrollment: 321
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 98
African Americans: 2

Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math
( ) The number in parentheses is the state average score.

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The Education Trust

West Virginia

SOPHIA ELEMENTARY
BOX 487, SOPHIA, WV 25921
304-683-4541 KG – 06

High Achievement
Grade: 4
Reading: 73 (57) Math: 84 (64)

Most Improved
Grade: 4
Reading Year 1: 47 Reading Year 2: 73
Math Year 1: 72 Math Year 2: 84

Enrollment: 321
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 98
African Americans: 2

TROY ELEMENTARY
TROY, WV 26443
304-462-8655 PK - 06

High Achievement
Grade: 6
Reading: 79 (61) Math: 85 (70)

Most Improved
Grade: 6
Reading Year 1: 68 Reading Year 2: 79

Enrollment: 176
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 100

ZELA ELEMENTARY
COUNTY ROAD, BOX 1073, SUMMERSVILLE, WV 26651
304-872-1481 KG – 06

High Achievement
Grade: 6
Reading: 58 (61) Math: 72 (70)

Most Improved
Math Year 1: 57 Math Year 2: 72

Enrollment: 145
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 98
Native Americans: 2

BRAXTON COUNTY HIGH
200 JERRY BURTON DRIVE, SUTTON, WV 26601
304-765-7331 09 - 12

High Achievement
Grade: 9
Math: 63 (63)

Enrollment: 746
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 99
African Americans: 1

CAMERON ELEMENTARY
5 CHURCH STREET, CAMERON, WV 26033
304-686-3305 KG – 06

High Achievement
Grade: 4
Math: 85 (66)

Enrollment: 398
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 99
African Americans: 1

FAIRVIEW ELEMENTARY
101 HIGH STREET, SAINT ALBANS, WV 25177
304-722-0224 PK - 06

High Achievement

Math: 80 (70)

Enrollment: 295
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 98
African Americans: 2

Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math. ( ) The number in parentheses is the state average score.

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The Education Trust

West Virginia

GEARY SCHOOL
P.O. BOX 89, LEFT HAND, WV 25251
304-565-3721 KG – 08

High Achievement
Grade: 6
Reading: 66 (61) Math: 89 (70)

Enrollment: 309
LEP: 0 to 10%. Title I
50-74% Poverty

GEARY SCHOOL
P.O. BOX 89, LEFT HAND, WV 25251
304-565-3721 KG - 08

High Achievement
Grade: 4
Math: 74 (66)

Enrollment: 309
LEP: 0 to 10%. Title I
50-74% Poverty

HUGH DINGESS ELEMENTARY
RT 1 BOX 607, HARTS, WV 25524
304-855-3585 KG - 05

High Achievement
Grade: 4
Reading: 68 (57) Math: 82 (64)

Enrollment: 199
LEP: 0 to 10%. Title I
75-100% Poverty
Whites: 100

LOST CREEK ELEMENTARY
PO BOX 128, LOST CREEK, WV 26385
304-745-3531 PK - 06

High Achievement

Reading: 58 (57)

Enrollment: 199
LEP: 0 to 10%. Title I
75-100% Poverty
Whites: 99
African Americans: 1

MONTCALM ELEMENTARY
ROUTE 2 BOX 35, ROCK, WV 24747
304-589-7095 PK – 06

High Achievement
Math: 91 (70)

Enrollment: 282
LEP: 0 to 10%. Title I
75-100% Poverty
Whites: 99
African Americans: 1

OAK HILL ELEMENTARY
140 SCHOOL STREET, OAK HILL, WV 25901
304-469-4541 PK - 04

High Achievement
Math: 79 (66)

Enrollment: 434
LEP: 0 to 10%. Title I
50-74% Poverty
Whites: 97
African Americans: 3

 Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

The Education Trust

West Virginia

OAKWOOD ELEMENTARY
909 OAKHURST DRIVE, CHARLESTON, WV 25314
304-348-6696 KG – 06

High Achievement
Reading: 61 (57)

Enrollment: 139
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 75
African Americans: 14
Asians: 1

SAND FORK ELEMENTARY
SAND FORK, WV 26430
304-462-7605 PK - 06

High Achievement
Math: 79 (64)

Enrollment: 173
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 99

SOUTH PRESTON JUNIOR HIGH
PO BOX 400, TUNNELTON, WV 26444
304-568-2331 06 – 09

High Achievement
Reading: 59 (61) Math: 68 (70)

Enrollment:: 280
LEP: 0 to 10%
75-100% Poverty
Whites: 99
Asians: 1

TROY ELEMENTARY
TROY, WV 26443
304-462-8655 PK – 06

High Achievement
Math: 74 (66)

Enrollment: 176
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 100

WASHINGTON LANDS ELEMENTARY
RD 4 BOX 255, MOUNDSVILLE, WV 26041
304-843-4420 KG – 06

High Achievement
Math: 82 (70)

Enrollment: 354
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 98
African Americans: 1
Asians: 1

WASHINGTON LANDS ELEMENTARY
RD 4 BOX 255, MOUNDSVILLE, WV 26041
304-843-4420 KG - 06

High Achievement
Reading: 66 (61)

Enrollment: 354
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 98
African Americans: 1
Asians: 1

Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

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West Virginia

ZELA ELEMENTARY
COUNTY ROAD, BOX 1073, SUMMERSVILLE, WV 26651
304-872-1481 KG – 06

High Achievement
Reading: 61 (57)

Enrollment: 145
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 98
Native Americans: 2

BERLIN MCKINNEY ELEMENTARY
BOX 628, OCEANA, WV 24870
304-682-6481 PK - 04

Most Improved
Reading Year 1: 50 Reading Year 2: 59

Enrollment: 428
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 99
African Americans: 1

CHERRY RIVER ELEMENTARY
RT 9 BOX 142, RICHWOOD, WV 26261
304-846-6646 KG – 06

Most Improved

Reading Year 1: 46 Reading Year 2: 56

Enrollment: 402
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 98
African Americans: 1
Native Americans: 1

CHERRY RIVER ELEMENTARY
RT 9 BOX 142, RICHWOOD, WV 26261
304-846-6646 KG - 06

Most Improved
Grade: 6
Math Year 1: 51 Math Year 2: 67

Enrollment: 402
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 98
African Americans: 1
Native Americans: 1

CHERRY RIVER ELEMENTARY
RT 9 BOX 142, RICHWOOD, WV 26261
304-846-6646 KG – 06

Most Improved
Grade: 4
6Math Year 1: 49 Math Year 2: 62

Enrollment: 402
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 98
African Americans: 1
Latinos:
Native Americans: 1

ENSLOW MIDDLE
26TH STREET AND COLLIS, HUNTINGTON, WV 25702
304-528-5121 06 - 08

Most Improved
Grade: 6
Math Year 1: 55 Math Year 2: 64

Enrollment: 374
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 94
African Americans: 5
Latinos: 1

Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

The Education Trust

West Virginia

FAIRVIEW ELEMENTARY
101 HIGH STREET, SAINT ALBANS, WV 25177
304-722-0224 PK – 06

Most Improved
Reading Year 1: 47 Reading Year 2: 57

Enrollment: 295
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 98
African Americans: 2

MIDLAND TRAIL ELEMENTARY
200 FERRY STREET, DIAMOND, WV 25015
304-949-1823 KG - 06

Most Improved
Reading Year 1: 47 Reading Year 2: 65
Math Year 1: 63 Math Year 2: 78

Enrollment: 161
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 99
African Americans: 1

MONTCALM ELEMENTARY
ROUTE 2 BOX 35, ROCK, WV 24747
304-589-7095 PK - 06

Most Improved
Grade: 6
Math Year 1: 80 Math Year 2: 91
Reading Year 1: 52 Reading Year 2: 79

Enrollment: 282
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 99
African Americans: 1

OAK HILL ELEMENTARY
140 SCHOOL STREET, OAK HILL, WV 25901
304-469-4541 PK - 04

Most Improved
Grade: 4
Math Year 1: 63 Math Year 2: 79

Enrollment: 434
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 97
African Americans: 3

PHILIPP MIDDLE
ROUTE 3, BOX 40, PHILIPPI, WV 26416
304-457-2999 PK - 08

Most Improved

Math Year 1: 54 Math Year 2: 66

Enrollment: 367
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 80
African Americans: 15
Latinos: 1
Native Americans: 4

PRICHARD ELEMENTARY
RT 1 BOX 89, PRICHARD, WV 25555
304-486-5096 KG – 05

Most Improved
Grade: 4
Math Year 1: 48 Math Year 2: 56

Enrollment: 166
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 99
African Americans: 1

Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math
( ) The number in parentheses is the state average score.

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West Virginia

RUFFNER ELEMENTARY
808 LITZ DRIVE, CHARLESTON, WV 25311
304-348-1130 KG - 06

Most Improved
Math Year 1: 47 Math Year 2: 55

Enrollment: 258
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 65
African Americans: 30
Asians: 5

SAND FORK ELEMENTARY
SAND FORK, WV 26430
304-462-7605 PK - 06

Most Improved
Math Year 1: 65 Math Year 2: 79

Enrollment: 173
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 99

 Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

The Education Trust

Wisconsin

Assessment: Knowledge and Concepts Examinations.
Proficient: National percentile; no levels. Levels introduced in 1997-98.

COLUMBUS ELEMENTARY
6410 25TH AVE, KENOSHA, WI 53140
414-653-6242 KG - 06

High Achievement

Math: 68 (52)

Enrollment: 332
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 65
African Americans: 18
Latinos: 16
Asians: 1

FERNWOOD ELEMENTARY
3239 S PENNSYLVANIA AV, MILWAUKEE, WI 53207
414-482-0123 PK - 08

High Achievement
Grade: 4
Reading: 62 (69) Math: 39 (52)

Enrollment: 426
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 43
African Americans: 36
Latinos: 12
Asians: 3
Native Americans: 4

FRANKLIN ELEMENTARY
1011 S MAIN ST, RICE LAKE, WI 54868
715-234-4591 KG - 05

High Achievement
Reading: 82 (69) Math: 65 (52)

Enrollment: 256
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 99
African Americans: 1

FERNWOOD ELEMENTARY
3239 S PENNSYLVANIA AV, MILWAUKEE, WI 53207
414-482-0123 PK - 08

High Achievement
Grade: 8
Reading: 62 (64)

Enrollment: 426
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 43
African Americans: 36
Latinos: 12
Asians: 3
Native Americans: 4

FLAMBEAU JUNIOR HIGH
PO BOX 86, TONY, WI 54563
715-532-5559 07 - 08

High Achievement

Math: 22 (30)

Enrollment: 81
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 98
African Americans: 1
Native Americans: 1

GILMAN ELEMENTARY
FIFTH AVE, GILMAN, WI 54433
715-447-8776 PK - 05

High Achievement
Reading: 87 (69) Math: 57 (52)

Enrollment: 363
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 96
African Americans: 2
Latinos: 2

Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

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The Education Trust

Wisconsin

GILMAN HIGH
FIFTH AVE, GILMAN, WI 54433
715-447-8211 06 - 12

High Achievement
Reading: 68 (63) Math: 37 (35)

Enrollment: 328
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 94
African Americans: 2
Latinos: 3
Asians: 1

HAWLEY ROAD ELEMENTARY
5610 W WISCONSIN AVE, MILWAUKEE, WI 53213
414-475-7096 PK - 05

High Achievement

Reading: 83 (69)

Enrollment: 335
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 25
African Americans: 61
Latinos: 10
Asians: 3

JUNEAU HIGH
6415 W MT VERNON AVE, MILWAUKEE, WI 53213
414-476-5480 09 - 12

High Achievement

Math: 11 (35)

Enrollment: 867
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 26
African Americans: 61
Latinos: 5
Asians: 6
Native Americans: 1

GRAND AVE MIDDLE
2430 W WISCONSIN AVE, MILWAUKEE, WI 53233
414-933-9900 06 - 08

High Achievement
Math: 5 (30)

Enrollment: 652
LEP: 11to 20% Title I
75-100% Poverty
Whites: 15
African Americans: 56
Latinos: 22
Asians: 6
Native Americans: 1

HURLEY K-12
1S517 RANGE VIEW DR, HURLEY, WI 54534
715-561-3340 PK - 06

High Achievement
Grade: 4
Reading: 89 (69)

Enrollment: 445
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 99

LAC DU FLAMBEAU ELEMENTARY
2899 HWY 47, LAC DU FLAMBEAU, WI 54538
715-588-3838 PK - 08

High Achievement
Grade: 8
Reading: 44 (64) **Math: 48 (30)**

Enrollment: 444
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 4
Native Americans: 96

 Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

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The Education Trust

Wisconsin

LAC DU FLAMBEAU ELEMENTARY
2899 HWY 47, LAC DU FLAMBEAU, WI 54538
715-588-3838 PK – 08

High Achievement
Grade: 4
Math: 40 (52)

Enrollment: 444
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 4
Native Americans: 96

MARENGO VALLEY ELEMENTARY
PO BOX 209, ASHLAND, WI 54806
715-278-3286 KG – 06

High Achievement
Reading: 92 (69) Math: 71 (52)

Enrollment: 163
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 100

MERCER ELEMENTARY
PO BOX 567, MERCER, WI 54547
715-476-2154 KG - 08

High Achievement
Reading: 72 (64) Math: 67 (30)

Enrollment: 164
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 98
Asians: 1
Native Americans: 1

LAONA HIGH
PO BOX 57, LAONA, WI 54541
715-674-2143 07 - 12

High Achievement
Grade: 8
Reading: 73 (64) Math: 37 (30)

Enrollment: 155
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 90
African Americans: 5
Native Americans: 5

MATTOON ELEMENTARY
PO BOX 80, MATTOON, WI 54450
715-489-3631 KG - 06

High Achievement
Reading: 92 (69) Math: 77 (52)

Enrollment: 120
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 94
Asians: 1
Native Americans: 5

PARKVIEW ELEMENTARY
10825 W VILLARD AVE, MILWAUKEE, WI 53225
414-466-5500 PK - 05

High Achievement
Math: 45 (52) **Reading: 71 (69)**

Enrollment: 413
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 25
African Americans: 59
Latinos: 6
Asians: 7
Native Americans: 1

Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

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Top Performing Schools Directory

The Education Trust

Wisconsin

RILEY ELEMENTARY
2424 S 4TH ST, MILWAUKEE, WI 53207
414-645-7340 PK - 06

High Achievement
Reading: 59 (69)

Enrollment: 661
LEP: 11to 20% Title I
75-100% Poverty
Whites: 29
African Americans: 19
Latinos: 46
Asians: 3
Native Americans: 3

ROOSEVELT MIDDLE
800 W WALNUT ST, MILWAUKEE, WI 53205
414-263-2555 06 - 08

High Achievement
Math: 32 (30)

Enrollment: 636
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 45
African Americans: 53
Latinos: 1
Asians: 1

SENECA JUNIOR HIGH
PO BOX 34, SENECA, WI 54654
608-734-3411 07 - 08

High Achievement
Reading: 60 (64) Math: 26 (30)

Enrollment: 73
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 99
Asians: 1

WALKER MIDDLE
1712 S 32ND ST, MILWAUKEE, WI 53215
414-647-1360 06 - 08

High Achievement
Reading: 30 (64) Math: 6 (30)

Enrollment: 830
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 23
African Americans: 38
Latinos: 31
Asians: 5
Native Americans: 3

ZABLOCKI ELEMENTARY
1016 W OKLAHOMA AVE, MILWAUKEE, WI 53215
414-744-6047 PK - 05

High Achievement
Reading: 68 (69) Math: 50 (52)

Enrollment: 608
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 43
African Americans: 16
Latinos: 37
Asians: 1
Native Americans: 3

Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

The Education Trust

Wyoming

Assessment: Multiple Assessment Tools. Scores available only at elementary and middle school levels, not by grade.
Proficient: Level 3: 46% and above.

WYOMING INDIAN HIGH
PO BOX 340, ETHETE, WY 82520
307-332-9765 09 - 12

High Achievement
Reading: 5.7 (36.49) Math: 6.8 (41.51)

Most Improved
Reading/Math Year 1: 0 Reading/Math Year 2: 6.25

Enrollment: 158
LEP: 50% or more Title I
75-100% Poverty
Native Americans: 100

AFFLERBACH ELEMENTARY
400 WEST WALLICK ROAD, CHEYENNE, WY 82007
307-771-2300 KG - 06

High Achievement
Math: 45.7 (49.15)

Enrollment: 433
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 73
African Americans: 1
Latinos: 18
Asians: 1
Native Americans: 1

GOINS ELEMENTARY
201 SOUTH CRIBBON AVEN, CHEYENNE, WY 82007
307-771-2620 KG – 06

High Achievement
Math: 57.4 (49.15)

Enrollment: 322
LEP: 11to 20% Title I
50-74% Poverty
Whites: 55
African Americans: 6
Latinos: 35
Asians: 2
Native Americans: 2

ROSSMAN ELEMENTARY
916 WEST COLLEGE DRIVE, CHEYENNE, WY 82007
307-771-2544 KG - 06

High Achievement
Reading: 54.1 (44.1)

Enrollment: 188
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 78
African Americans: 4
Latinos: 14
Native Americans: 4

THAYER ELEMENTARY
801 SOUTH 24TH STREET, LARAMIE, WY 82070
307-721-4450 KG – 06

High Achievement
Reading: 60.8 (44.1) Math: 70.3 (49.15)

Enrollment: 268
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 96
African Americans: 1
Latinos: 1
Asians: 1
Native Americans: 1

BYRON ELEMENTARY
PO BOX 176, BYRON, WY 82412
307-548-2723 KG - 05

Most Improved
Reading/Math Year 1: 39.71 Reading/Math Year 2: 50

Enrollment: 85
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 73
Latinos: 27

Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math.
( ) The number in parentheses is the state average score.

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The Education Trust

Wyoming

COFFEEN ELEMENTARY
1053 SOUTH SHERIDAN, SHERIDAN, WY 82801
307-674-9333 KG - 05

Most Improved
Reading/Math Year 1: 20.29 Reading Year 2: 41.57

Enrollment: 276
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 84
African Americans: 2
Latinos: 9
Asians: 3
Native Americans: 4

COLE ELEMENTARY
615 WEST 9TH STREET, CHEYENNE, WY 82007
307-771-2480 KG - 06

Most Improved
Reading/Math Year 1: 36.30 Reading/Math Year 2: 48.57

Enrollment: 234
LEP: 0 to 10% Title I
75-100% Poverty
Whites: 40
African Americans: 14
Latinos: 43
Asians: 2
Native Americans: 1

GRANT ELEMENTARY
1536 OAKCREST AVENUE, CASPER, WY 82601
307-577-4538 KG - 06

Most Improved
Reading/Math Year 1: 38.96 Reading Year 2: 59.28
45.72

Enrollment: 248
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 90
African Americans: 3
Latinos: 6
Native Americans: 2

HEBARD ELEMENTARY
413 SEYMOUR AVENUE, CHEYENNE, WY 82007
307-771-2450 KG - 06

Most Improved
Reading/Math Year 1: 36.61 Reading/Math Year 2

Enrollment: 289
LEP: 11to 20% Title I
75-100% Poverty
Whites: 49
African Americans: 2
Latinos: 47
Asians: 1
Native Americans: 2

HUDSON ELEMENTARY
273 SOUTH OHIO, HUDSON, WY 82515
307-332-2838 KG - 06

Most Improved
Reading/Math Year 1: 31.25 Reading Year 2: 43.33
52.18

Enrollment: 64
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 95
Native Americans: 5

MILLS ELEMENTARY
PO BOX 268, MILLS, WY 82644
307-577-4558 KG - 06

Most Improved
Reading/Math Year 1: 35.06 Reading/Math Year 2

Enrollment: 228
LEP: 0 to 10% Title I
50-74% Poverty
Whites: 94
African Americans: 2
Asians: 1
Native Americans: 2

 Legend: The Education Trust Logo denotes schools that have exceeded their state's average score in reading and/or math
( ) The number in parentheses is the state average score.

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Technical Notes on
State Proficiency Definitions

Kentucky

Schools in this list were selected based on their accountability indices. Further, only those Title I schools showing progress over the three-year period of 1994-95, 1995-96, and 1996-97 were selected. A school's accountability index is not equivalent to the percent of students scoring at or above the proficient level of performance; however, it does indicate how well students in a given school are performing in terms of the percent of novice, apprentice, proficient and distinguished.

Note that in the 75-100% poverty range at the middle and high school levels and in the 50-74% poverty range at the high school level, no schools were identified as High Achievement. While some Title I schools in these poverty ranges/grade levels could have been considered as high improvement, they were not listed here because their performance was below the state average.

Mississippi

A database of ITBS/TAP scores was created in which October 1997 and 1996 results were assigned to the children's school of attendance in the prior year (this meant the grade 4-9 scores effectively became evaluations of grades 3-8. This was then merged with the Percent of Free and Reduced Lunch eligibility data from the Title I 71 project (1996-97 school year) to yield achievement and percent low income information for 591 schools serving any of grades 3-5 and 310 schools serving any of grades 6-8. A weighted average of reading and mathematics data for each school was computed for grades 3-5 and 6-8 and results were sorted by achievement and poverty levels. Only one year of data was available for Algebra so improvement scores could not be computed. Also there was no data separated grade 8 from grade 9 (or above) scores. To keep results at the secondary level only for this tier, schools whose first grade level was less than grade 9 were eliminated. This left 122 "pure" high schools to comprise the algebra sample (unfortunately no high school reading/language arts data suitable for inclusion was available.

New York

The [New York] data for third and sixth grades are based on the Pupil Evaluation tests in reading and mathematics and do not identify students at the proficient level. The PEP tests were designed to identify students in need of remediation. Because the department has recognized the need to identify students performing at higher levels, we have identified some benchmarks on the PEP tests for this purpose. These levels are useful as an estimate of the percentage of students in a school reaching a given level in a given year. Because the tests were not developed to measure at these higher levels, these percentages are not reliable indicators of year-to-year change. Therefore the reading test data enclosed are based on the percentage of students who scored above the State reference point (SRP), the point that identifies students who require remediation. These data provide a reliable indicator of change. The SRP on the mathematics test does not provide sufficient distinction among schools to identify the highest performing.

Oklahoma

These schools were drawn from a rank order with the following two exceptions: Schools that tested fewer than 10 children were not included. Schools who are on the Oklahoma low-performing, high challenge list -- schools who do not have satisfactory achievement in all core content areas -- were not included.

Virginia

Virginia reported student and school results based on national percentiles. Other modifications are: Data is reported for grades 3, 5 and 8 in reading/language arts and mathematics due to the fact that Title I schools in Virginia are concentrated at the elementary and middle school levels. Statewide averages for all schools regarding percentile ranks are not available by quartile. Instead, available statewide averages reflect the partial battery score, which is comprised of reading, mathematics and language at grades 3, 5 and 8. Statewide data was not disaggregated by school poverty level, therefore no data is available. Based on the performance indicators for Virginia during the 1996-97 school year, "high scoring" is defined as the average percentage of the school relative to the students scoring above the 50th percentile on the Stanford 9 in reading/language arts and mathematics.

Wisconsin

Percents are based on all students enrolled in the school for a full academic year whether or not they took the test. Low-income percentages are based on percent of students enrolled for full academic year who meet the low-income requirements for subsidized lunch. Students are assumed to be middle or high income unless they are known to be low income. Data are probably most accurate at grade 4. All results are based on CTB Terra Nova Multiple Assessments and Wisconsin-set proficiency standards.

Wyoming

In calculating AYP, Wyoming looks at a combination of scores across both content areas. The baseline year against which progress is measured consists of a combination of two years 1994-95 and 1995-96. The comparison or post data point consists of a combination of two years 1995-96 and 1996-97. The transitional assessment that we are using is NRT scores. The information on Most Improved remains combined across Reading and Math content areas because, in one of the years used in calculating the baseline, were missing approximately 90% of the Math scores. Also, grades are combined across the elementary, middle and high school levels due to the small numbers that we have at individual grade levels. In reporting Most Improved data, we can only include those schools that have complete data across all the years.

APPENDIX A

PLEASE RETURN BY:
NOVEMBER 13, 1998

The Education Trust High Performing Schools Survey

At the conclusion of this survey, we will be asking you to share with us your thoughts on what factors have contributed to your school's success in increasing student achievement. First, though, we need your help with a very brief questionnaire. Thank you.

PROFILE

1. Is your school a Title 1 school?
   - ❑ Yes — If yes: ❑ Targeted Assistance ❑ School-wide
   - ❑ No

2. What is your school's grade configuration?
   - ❑ K-6
   - ❑ 7-9
   - ❑ 10-12
   - ❑ K-12
   - ❑ Other (Specify)_____

3. What is the size of your student enrollment?
   - ❑ Less than 500
   - ❑ 500-999
   - ❑ 1,000-1,499
   - ❑ 1,500 or more

4. Indicate your school's student enrollment by race and ethnicity. (Provide percentages.)
   - _____White
   - _____African American
   - _____Latino
   - _____Asian
   - _____Native American

5. What percentages of your students are Limited English Proficient?
   - ❑ 0-10%
   - ❑ 11-20%
   - ❑ 21-30%
   - ❑ 31-40%
   - ❑ 41-50%
   - ❑ More than 50%

6. Is your school a(n) ... (choose one)
   - ❑ Neighborhood school, accepting all children in the attendance area
   - ❑ Magnet school or school within a school (with admissions criteria)
   - ❑ Charter school
   - ❑ School for gifted and talented students
   - ❑ School with a program for gifted and talented students

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Percentage enrolled in gifted and talented program:_____

- ❑ Open enrollment that accepts children from throughout the district
- ❑ Other (please describe):_____

7. Which **ONE** best describes your school's geographic setting?
   - ❑ Inner City
   - ❑ Other Urban
   - ❑ Town
   - ❑ Small town or rural community

8. How many years have you served as principal at this school?
   - ❑ Less than 1 year
   - ❑ 1-3 years
   - ❑ 4-5 years
   - ❑ 6 or more years

STANDARDS

9. On a scale of 1 to 5, rate the degree to which standards are utilized in your school to design instruction. (Circle one)

1	2	3	4	5
Standards are used extensively		Standards used in certain subjects/grades or by some teachers		Standards not being used at all

10. In what ways are standards used to support your school's efforts to increase student achievement? (Check all that apply)
    - ❑ Design curriculum
    - ❑ Assess student progress
    - ❑ Evaluate teacher effectiveness
    - ❑ Improve information for parents

11. Approximately what percentages of the teachers in your school use the state standards to design their instructional units?
    - ❑ 0-25%
    - ❑ 26-50%
    - ❑ 51-75%
    - ❑ 76-100%

12. Do teachers have regular mechanisms to collectively analyze student work against state standards?
    - ❑ Yes
    - ❑ No

13. If so, how often do they meet?
    - ❑ Weekly
    - ❑ Bi-Monthly (twice a month)
    - ❑ Monthly

14. Approximately what percentages of teachers participate?
    - ❑ 0-25%
    - ❑ 26-50%
    - ❑ 51-75%
    - ❑ 76-100%

15. On a scale of 1 to 5, rate the degree to which your school has implemented procedures to monitor students who are falling behind in their instruction and provide them with extra help. (Circle one)

1	2	3	4	5
Comprehensive system: students monitored		Extra help provided to students on an as-		Students don't get much extra help

APPENDIX A

frequently and help provided whenever needed

needed basis, but no school-wide system

except from the occasional teacher

CURRICULUM AND INSTRUCTION

Language Arts

16. Who developed your school's Reading/Language Arts curriculum?
    - ❑ State
    - ❑ District
    - ❑ Teachers at our school
    - ❑ External model developer (e.g. Success for All, Core Knowledge)

17. What is the primary Language Arts text used at your school?

    - ❑ Classroom Literature Sets
    - ❑ Textbook: Name of Publisher: _____
    - ❑ Combination of Literature Set and Textbook: Publisher of Textbook _____

18. How many books are students in your school required to read each year? (Circle one)

No Policy	1-9	10-19	20-25	More than 25

Mathematics

19. Who developed your school's Mathematics curriculum?
    - ❑ State
    - ❑ District
    - ❑ Teachers at our school
    - ❑ External model developer (e.g. Success for All, Core Knowledge)

20. What is the primary Mathematics text used at your school?
    Name of Publisher: _____

21. In your school, which of the following instructional practices have increased or decreased over the last few years:

Use of ditto sheets	❑ *Increased*	❑ *Decreased*	❑ *About same*
Students problem solving in groups	❑ *Increased*	❑ *Decreased*	❑ *About same*
Students discussing work with other students	❑ *Increased*	❑ *Decreased*	❑ *About same*
Time spent on reading	❑ *Increased*	❑ *Decreased*	❑ *About same*
Time spent on math	❑ *Increased*	❑ *Decreased*	❑ *About same*
Use of technology	❑ *Increased*	❑ *Decreased*	❑ *About same*

22. Has your school adopted scheduling changes to provide extended learning time in Reading and Math?

    ❑ Yes — If yes, in which subject(s)? ❑ Reading ❑ Math ❑ Both

    ❑ No

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FAMILY INVOLVEMENT

23. What percentages of parents are actively involved in the following aspects of your school?

	0-25%	26-50%	50-75%	76-100%
Budgets	❑	❑	❑	❑
Governance	❑	❑	❑	❑
Curriculum	❑	❑	❑	❑
Understanding Student Work	❑	❑	❑	❑
Standards	❑	❑	❑	❑
PTA	❑	❑	❑	❑
Helping in Classroom	❑	❑	❑	❑

24. What percentages of parents are familiar with state standards?
- ❑ 0-25%
- ❑ 26-50%
- ❑ 51-75%
- ❑ 76-100%

PERSONNEL/STAFFING

25. Have you reduced class size during the last three years? If yes, how?
- ❑ Yes, school-wide.
- ❑ Yes, in certain subjects/grade levels.
  (Specify: Subject(s):_____ Grade(s):_____)
- ❑ No, not at all.

26. How many of the following **INSTRUCTIONAL** personnel are on your staff?

_____Full time Regular Classroom Teachers (non-Special Education)

_____Full time Resource Teachers (Non-Classroom – Math, Reading, Science, ESL)

_____Instructional Aides, Assistants, Paraprofessionals

27. Roughly, what percentage of first year teachers do you have on your staff this year?
- ❑ 0-10%
- ❑ 11-20%
- ❑ More than 20%

28. In your district, upon which of the following groups are sanctions levied if student achievement doesn't improve?

APPENDIX A

(Check all that apply)

- ❑ Principals
- ❑ Teacher
- ❑ Students
- ❑ Superintendents
- ❑ School
- ❑ No One

29. In your district, which of the following gets rewards of any sort if student achievement improves? (Check all that apply)

- ❑ Principals
- ❑ Teacher
- ❑ Students
- ❑ Superintendents
- ❑ School
- ❑ No One

30. Roughly, what percentage of your Title I dollars last school year was spent on the following?

	0-10%	11-20%	21-30%	More than 30%
Professional Development	❑	❑	❑	❑
Class Size Reductions	❑	❑	❑	❑
Instructional materials and/or equipment	❑	❑	❑	❑
Instructional Personnel (teachers, aides, paraprofessionals)	❑	❑	❑	❑
School Counselors	❑	❑	❑	❑
Parent Involvement	❑	❑	❑	❑

31. What portion of the Title I budget do you control at the school level?
    - ❑ All of the Title I funds
    - ❑ All Title I funds, excluding personnel
    - ❑ None

32. Please describe the three most important factors that have contributed to your ability to raise student achievement.
    Attach additional sheet, if necessary.

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33. Please describe three barriers you encountered in your efforts to increase student achievement.
Attach additional sheet, if necessary.

34. Please share anything else about your experiences that you believe would be helpful to leaders in other high poverty schools.
Attach additional sheet, if necessary.

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